

1976-77



# St. Andrews

Presbyterian College • Laurinburg, N. C.

# Directory of Correspondence

## General Information

President of the College

Admission, Scholarships, Financial Aid,  
Director of Admissions

Financial or Business Matters, Methods of Payment  
Business Manager

Student Activities, Residence Hall Rooms  
Dean of Students

Courses of Instruction, Other Academic Matters  
Dean of the College

Transcripts, Records of Students, Summer School  
Registrar

Employment of Seniors, and Alumni  
Director of Placement

Gifts, Bequests, and Alumni Affairs  
Vice President for Development

Visitors to the campus are welcome. The offices of the College are open from 9 a.m. to 5 p.m. Monday through Friday. Appointments in the Office of Admissions are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings.

St. Andrews is an affirmative action institution. As such, it does not discriminate on the basis of race, sex, creed, national origin, or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other college-administered programs.

# St. Andrews

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Some of the leading thinkers in America today believe that as a result of our constant mobility, our quest for privacy, and our obsession for convenience, we as a society, have lost our sense of community.

As a result of this loss, many people experience a growing distrust in institutions, including government, church, schools and colleges. A reasonable level of skepticism may prove to be good for society, but skepticism distorted to distrust signals a profound crisis in personal and social values, especially for young adults. In what and in whom are we to place our confidence?

This value crisis constitutes our greatest problem in America, and higher education can perform its greatest service by increasing its emphasis on value education. The church-related, liberal arts college is distinctively equipped to offer just such a balanced education, which includes the accumulation of knowledge, preparation for a career, and learning how to make value judgments.

Learning is primary. As John Stuart Mill said over a century ago, "Men are men (and, he would say today, 'women are women' ) before they are lawyers or physicians, or merchants, or manufacturers, and if you make them capable and sensible men they will make themselves capable and sensible lawyers and politicians . . ."

Career preparation is no longer determined by a fixed set of vocational skills to be made obsolete by technology and time. A trained and critical mind, a sensitive and free imagination, and confident and articulate self-expression are skills ever in demand. St Andrews seeks for its students this "rust-proof" preparation for careers.

However, education must equip us to want more and to do more than merely earn a living. St. Andrews expects of its students liberal learning as well as skills development, and cultural awareness as well as career planning. St. Andrews seeks to develop valuing — a process of insight, judgment, commitment, and in its highest expressions, wisdom.

St. Andrews invites you to join in a bold experiment in Christian higher education.

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(Adapted from the Inaugural Address of Alvin Page Perkinson, President)

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# College Aim

St. Andrews Presbyterian College is a four-year, co-educational, liberal arts college. It was established by the Presbyterian Synod of North Carolina to affirm the continuing relevance of Christian higher education. By its innovative program the College is committed to meeting the academic and personal needs of students and to helping students to prepare for effective living in a constantly changing world.

Firmly rooted in the liberal arts tradition, the College expects that each student will develop:

- (1) A disciplined and inquiring mind enabling clear thinking and effective communication.
- (2) An informed awareness of major achievements in our culture and other cultures.
- (3) An increased sensitivity to human needs and concern for social justice.
- (4) A growing refinement of sensibility and taste in the arts and literature.
- (5) A clear understanding of the role of the sciences in creating a humane environment for the world.
- (6) A deepening personal faith that results in responsible living.
- (7) An intelligent concern for democratic values in personal, national, and international relations.
- (8) A maturing desire for continued intellectual, moral, and spiritual growth beyond the college years.
- (9) A dedication to physical and emotional health and vitality.
- (10) A clear sense of vocation for stewardship of life.

# History

St. Andrews began in 1961 as a new college with a long and respected tradition.

The tradition came from its predecessor institutions, Flora Macdonald College and Presbyterian Junior College for Men. Flora Macdonald College was founded in Red Springs by the Fayetteville Presbytery in 1896. First called Red Springs Seminary, the name was changed in 1903 to Southern Presbyterian College and Conservatory in Music. In 1914 the name was changed to honor the colorful Scots heroine, Flora Macdonald. This college under several names made signal contribution to the Christian education of young women until it became part of St. Andrews. In 1928 the Synod of North Carolina authorized the establishment of the Presbyterian Junior College for Men in Maxton, and that institution rendered valuable service to North Carolina until it became part of St. Andrews.

In the early 1950's Presbyterians of the state were faced with the problem of insufficient financial resources for its several colleges. They obtained a grant from the Ford Foundation to survey higher education in the Synod of North Carolina. As a result of this study, the Synod decided in 1955 to merge several colleges into one new college at a new site. A new board of trustees was elected with representatives from merging schools and a new school was chartered by the State of North Carolina in 1950.

Another grant enabled the Synod to plan a new college of high quality and Christian purpose, and with contemporary style and design. In 1960, the new college was named St. Andrews to mark its Presbyterian heritage and to identify it with the University of St. Andrews, a leader of Christian education in Scotland.

Since its opening in 1961 St. Andrews has distinguished itself as a pioneer in innovative Christian higher education. With its interdisciplinary emphases in the humanities and sciences, its contemporary and award-winning campus design, its openness to the physically handicapped, and its commitment to value-oriented learning for the future, St. Andrews has become a nationally recognized new college with a significant history.





## Accreditation

St. Andrews is accredited by the Southern Association of Colleges and Schools. The College is an institutional member of the National Association of Schools of Music and the American Association of Colleges for Teacher Education. It also holds membership in the Association of American Colleges, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Independent Colleges and Universities. The St. Andrews athletic program is approved by the National Collegiate Athletic Association and the College has full membership in the NCAA. The College's women graduates qualify for membership in the American Association of University Women.

## Campus

St. Andrews lies on the south side of Laurinburg, twice an "All-America" city and the county seat of Scotland County. Its location at the edge of the famous Sandhills country gives students a pleasant setting for study and recreation. Laurinburg's climate is similar to that of nearby winter resorts of Southern Pines and Pinehurst. Laurinburg is at the junction of U.S. routes 401, 15, 501, and 74. These arteries, plus bus service and proximity to air service, make Laurinburg accessible from all parts of the country. The College is served by the Seaboard Coast Line Railroad via Hamlet and Fayetteville, and by Piedmont Airlines through Fayetteville. Laurinburg-Maxton Airport, a general aviation field with 6,500-foot runways, is within six miles of the campus.



## Facilities

One of the chief attractions of the College is its new, contemporary style campus situated on 820 acres of rolling land. Leading educational consultants were employed to work with expert architects and landscape architects to translate educational philosophy into modern construction. Design of the campus won for its architects a first-place citation in national competition.

Most of the campus buildings are grouped on the northern and southern banks of a 70-acre lake, Lake Moore, honoring the College's first president, Dr. Ansley C. Moore. Major buildings for academic work are on the southern side; facilities for student housing, recreation, and extra-curricular activities are located on the northern side. A causewalk restricted to pedestrians links the two areas. All permanent buildings are linked to a central air-conditioning and heating system. Every building has ramps and other design features for students with physical limitations. Provision has been made for audio-visual instruction throughout the campus.

*THE DE TAMBLE LIBRARY* is a handsome three-story building at lakeside. Gifts for its construction came from many sources, the largest from the First Presbyterian Church of Winston-Salem out of the F. J. De Tamble legacy, with others from the Z. Smith Reynolds and Mary Reynolds Babcock Foundations.

At St. Andrews the library is central to the educational process. Its more than 88,000 volumes, 5,500 reels of microfilm, and over 600 periodicals and newspapers have been chosen to support intellectual development of students and faculty. The library is open 81 and 1/2 hours a week. Students have free access to the stacks with a variety of reading and study settings available.

Special collections include a music collection of nearly 1,600 scores and more than 1,500 phono-records with listening facilities, and the Scottish and Rare Book Collection. The library is a Selection Depository Library for U. S. government documents.

*THE LIBERAL ARTS BUILDING* contains 18 lecture-classrooms, six art studios for painting, sculpture, ceramics and photography, a 200-seat theatre, an experimental psychology laboratory, a faculty lounge, 38 faculty offices, an exhibition lobby area, two enclosed courtyards, and administrative offices.

*THE SCIENCE CENTER*, adjoining the Liberal Arts Building, is designed to provide facilities for a unique science program. On the upper level is the 255 × 80-foot multi-disciplinary laboratory, the instrumentation room containing a nuclear magnetic resonance spectrometer and an electron microscope, and other sophisticated equipment, facilities for radiation experimentation, four large growth chambers, a self-service stock room, shops for woodworking, metal working, and glass-blowing, and four seminar rooms. The lower level, facing the lake, contains fourteen large faculty teaching offices designed for individual and small group instruction, and six seminar rooms.

*THE AVINGER AUDITORIUM*, made possible by a gift from Mrs. George F. Avinger in memory of her husband, connects the Science Center and the Liberal Arts Building. Designed as a teaching auditorium, it seats up to 400 people. Equipment for audio-visual instruction includes three projectors and screens ready for simultaneous use when desirable.

*THE VARDELL MUSIC BUILDING* contains a choral-recital auditorium, and band and orchestra rehearsal room; 18 practice rooms, including organs, a harpsichord and clavichord; studios for applied music teaching; two classrooms; the music library and listening room; a recording studio; faculty offices; and an art gallery.

*THE COLLEGE UNION* overlooks the lake on the residential side of the campus. The center of campus social life, it houses a student lounge, the Red Lion Snack Bar, post office, student book store, student activity offices, cafeteria, and offices of Student Personnel Services.

*THE EIGHT DORMITORIES* are single-and multiple-story to accommodate 96 and 114 students to a building. One outstanding feature of all dormitories, especially conducive to developing a spirit of cooperative student living, is the suite, a small group unit accommodating 12 or 16 students. These units include bedrooms, bath, and a lounge. Laundry facilities are conveniently located in each dormitory. In addition each dormitory has a reception area, common lounge, and residence hall director's apartments. Some dormitories have guest rooms.

*THE PHYSICAL EDUCATION CENTER* is conveniently located between two residence areas. Designed to undergird the St. Andrews program of athletics for men and women with an emphasis on lifetime sports, it is a focal point of student life. The Harris Basketball Court has a seating



capacity of 1,200. The Olympic-size O'Herron Swimming Pool is available for year-round use, as are the bowling alleys, handball courts, game room, wrestling and weight rooms. Offices for the physical education staff, provided by the McNair family, are next to three classrooms. Other facilities include lockers and dressing rooms and accommodations for visiting teams. Near to the Center and dormitories are outdoor physical educational facilities: an all-weather track, Clark Field for baseball, lighted all-weather tennis courts, soccer and hockey fields, and a golf practice area with a par-three course of seven holes.

*THE BURRIS REHABILITATION CENTER*, made possible by a gift from Mr. Jack R. Burris, Sr., of High Point, North Carolina, is a new 9,000 square foot facility. It provides a combination of services in one central location. All college students use the Center for general medical services and two double rooms provide for overnight care. Additional space is devoted to seven double rooms for handicapped students and their student roommate-aides. Two one-room efficiency apartments are also provided for training in independent living during the senior year.



# College Calendar

## 1976-1977

St. Andrews follows an academic calendar and program popularly known as the 4-1-4 program. This calendar divides the academic year into three terms — two four-month terms separated by a one-month term. Students take four courses in the fall and spring terms and one course in the winter term. The fall term begins early in September and ends with the Christmas vacation, the winter term extends throughout January, and the spring term begins in February and ends in late May or early June.

The winter term stresses experiential learning through independent study, seminar work, and off-campus activities. Students and faculty concentrate their interests and attention upon one subject in this term and have an opportunity for many educational activities not possible in the more conventional academic program. There is a wide range of cooperation with other colleges having the 4-1-4 program.

### Calendar for 1976-1977

#### FALL TERM

Aug. 28 — Aug. 31	Saturday — Tuesday	New Student Orientation
September 1	Wednesday	Fall Term Registration
September 2	Thursday (8:30 a.m.)	Classes begin
September 9	Thursday (5:00 p.m.)	Last day to add a course for Fall Term
September 16	Thursday (5:00 p.m.)	Last day to drop a course without a grade
September 30	Thursday (5:00 p.m.)	Spring Term and Summer Term grades of "I" and "E" become "F" if not removed
October 5	Tuesday	Registration for off-campus Winter Term courses
October 8	Friday (5:20 p.m.) —	
October 13	Wednesday (8:30 a.m.)	Fall recess
October 21	Thursday	Advanced registration for Winter Term courses
October 22	Friday (5:00 p.m.)	Mid-Term grades due
November 10	Wednesday (5:00 p.m.)	Last day to drop a course with a "WP" or "WF"
November 11	Thursday	Advanced registration for Spring Term (NO CLASSES)
November 23	Tuesday (5:20 p.m.) —	
November 29	Monday (8:30 a.m.)	Thanksgiving Recess
December 9	Thursday (5:20 p.m.)	Last class day of Fall Term
December 10, 11, 13, 14, 15		Fall Term final examinations



## WINTER TERM

January	3	Monday (8:30 a.m.)	Winter Term begins
January	4	Tuesday (5:00 p.m.)	Last day to add a course for Winter Term
January	28	Friday (5:00 p.m.)	Winter Term ends
January	31	Monday (5:00 p.m.)	Fall Term grades of "I" and "E" become "F" if not removed

## SPRING TERM

February	1	Tuesday	Spring Term Registration
February	2	Wednesday (8:30 a.m.)	Classes begin
February	9	Wednesday (5:00 p.m.)	Last day to add or drop a course without a grade
February	28	Monday (5:00 p.m.)	Winter Term grades of "I" and "E" become "F" if not removed
March	22	Tuesday (5:00 p.m.)	Mid-Term grades due
March	25	Friday (5:20 p.m.) —	
April	4	Monday (8:30 a.m.)	Spring Recess
April	12	Tuesday (5:00 p.m.)	Last day to drop a course with a "WP" or "WF"
April	20	Wednesday	Advanced registration for Fall Term, 1977 (NO CLASSES)
May	11	Wednesday (5:20 p.m.)	Last class day of Spring Term
May 12, 13, 14, 16, 17			Spring Term final examinations
May	21	Saturday	Commencement

## SUMMER TERM

June	6	Monday —	
July	8	Friday	First Summer Session
July	11	Monday —	
August	12	Friday	Second Summer Session



# Admissions

## Cost

## Academic Scholarships

## Endowed Scholarships and Loans

## Financial Aid

### **Admissions**

The student interested in attending St. Andrews as a freshman should submit an application early in the senior year of high school. While there is no application deadline, places in next year's freshman class are filled throughout the year, but primarily in the fall and winter. St. Andrews Presbyterian College admits students of any race, color, sex and national or ethnic origin.

St. Andrews requires an official high school transcript, and scores from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Assessment Program (ACT), and a fifteen dollar application fee.

No specific grade average in high school or test result assures admission to the College. Each applicant's total record is evaluated before admission is approved or denied. In addition to the high school academic record and test results, major factors considered include rank in class, subjects studied, proficiency in English, personal attributes, and interests and involvements in school and community activities.

College preparation should emphasize traditional academic subjects. Recommended high school credits include four units of English, two or more units of a foreign language, three units of mathematics (two of algebra and one of plane geometry), two units of social sciences, two units of natural sciences, and two or more units in electives. An applicant who has not taken all the recommended subjects will not be denied admission for this reason alone, provided course credits are reasonably similar to those recommended.

When an applicant's credentials are completed, they are presented to the Admission Committee at its weekly meeting. Notice of the Committee's decision is mailed on the following day.

### **Early Admission And Deferred Admission of Freshmen**

St. Andrews offers an early admission option for the academically strong student with approval of the high school guidance counselor. A

student may seek early admission to the College at the end of the junior year of high school if he or she has completed senior English.

### **College Credit Through Examination**

St. Andrews participates in both the Advanced Placement Program and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students achieving a score of three or above on any Advanced Placement Program examination will receive college credit in the subject at St. Andrews, while those achieving a score of two on any of these examinations may be placed in an advanced course in the subject. Students may receive course credits for individual CLEP Subject Examinations by scoring at the 50th percentile or above. Students may receive sophomore standing (credit for nine courses) by scoring at the 50th percentile or above on the CLEP General Examinations.

### **Application for Transfer**

St. Andrews accepts transfer students from accredited colleges and universities into any class. In support of an application, the College requires an official transcript of the academic record from each college or university attended. Also see "Transfer Credits," p. 34.

### **Application by Graduates of Junior and Community Colleges**

Graduates of junior colleges and two-year community colleges who have completed a liberal arts program and received the Associate of Arts degree can expect junior standing as transfer students at St. Andrews.

### **Application by the Physically Handicapped**

St. Andrews requires applicants who are physically handicapped to follow certain additional procedures for admission. Detailed information is available from the Director of Special Services.

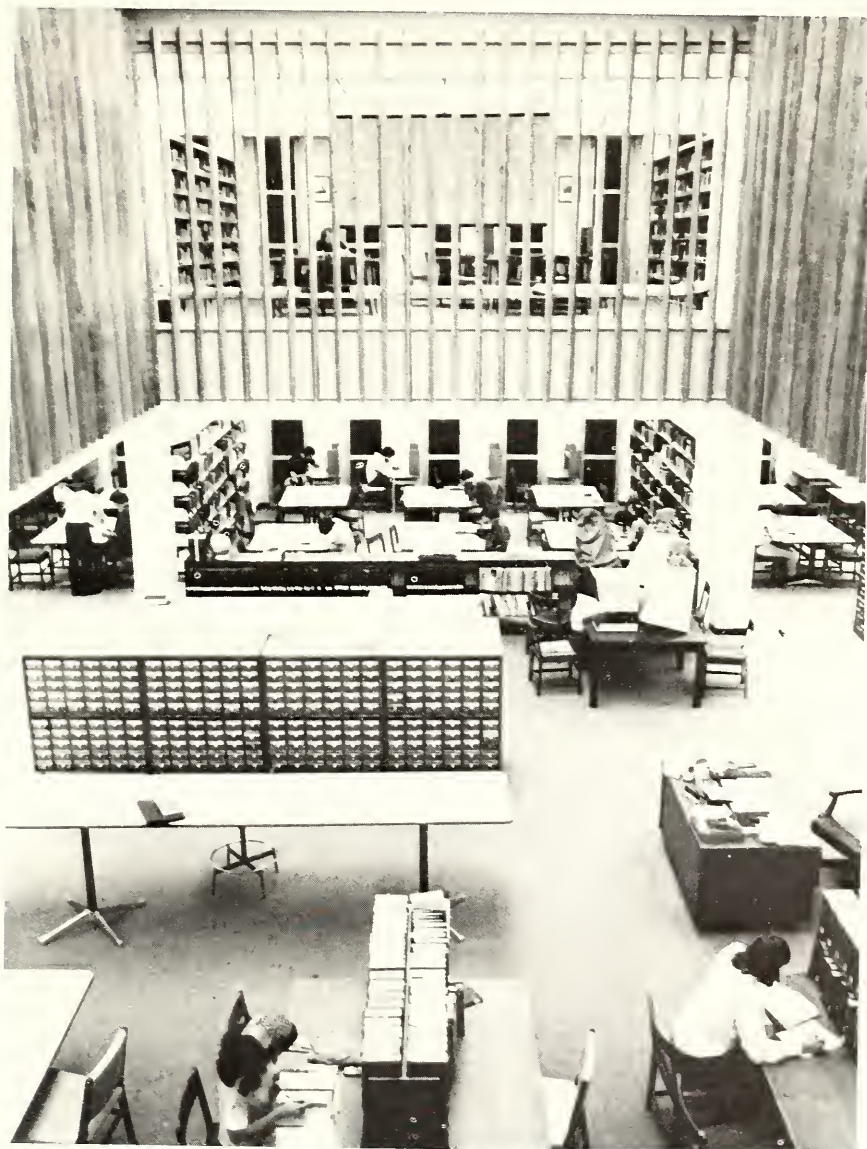
### **Application by Foreign Students**

Foreign students applying for admission to St. Andrews may submit the results of the Test of English as a Foreign Language (TOEFL) or scores from the SAT or ACT.

### **Campus Visits**

Prospective students and their parents are encouraged to visit the St. Andrews campus to discuss the College and its programs and to familiarize themselves with the campus. The College recommends planning such visits during the regular academic year when the full complement of students, faculty, and administrators is available to answer questions.

While an appointment for an interview is not required, it is suggested. Students who have not already applied for admission to the College should send an official high school transcript with their requests for appointments to the Office of Admissions. Appointments are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings throughout the year.





# Cost

The College automatically classifies each student whose permanent residence is beyond commuting distance from the campus as a resident student unless he or she receives written approval as a non-resident student. Students may apply for non-resident status through the Office of the Dean of Students. When non-resident status is approved after the beginning of a term, charges are prorated according to the time spent in each status.

## Cost for Resident Students (Both In-State and Out-of-State)

Tuition	\$2,200
Room (double occupancy)	450
Board (seven days a week)	735
Total	<u>\$3,385</u>

By action of the North Carolina General Assembly a \$200 grant is made to each North Carolina student enrolled at St. Andrews for the 1976-77 academic year.

## Cost for Non-Resident Students (Both In-State and Out-of-State)

Tuition	\$2,200
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Additional expenses will be incurred for books, laundry, and incidentals.

## Schedule of payments of the Fees

### For resident students

Room reservation deposit due May 1 (non-refundable after May 1)	\$ 100
Balance of Fall/Winter term fees due August 31	1,760
Spring term fees due January 31	<u>1,525</u>
	<u>\$3,385</u>

### For non-resident students

Fall/Winter term fees due August 31	\$1,210
Spring term fees due January 31	<u>990</u>
	<u>\$2,200</u>

Any other arrangement for payment must be made with the College Business Office prior to registration. Financing plans available through private companies have enabled many students to arrange their payments to fit more conveniently with family budgets. For information, contact the College Business Office.



### Summer Term Fees (June To August 1976)

#### Charges per five-week session:

Tuition per course	\$160
Room and board	220
Music fees:	
For two one-hour lessons per week	110
For one one-hour lesson per week	55
For one half-hour lesson per week	30
Campus Post Office Box Fee	1

### **Expenses for Physically Handicapped Students**

Physically handicapped students, their parents, and vocational rehabilitation counselors should contact the Director of the Rehabilitation Center at St. Andrews for special services to the handicapped. The added expenses for the physically handicapped student range from \$300 to \$3,000 for the academic year. The specific amount is based upon the services required.

### **Student Accident and Sickness Insurance**

St. Andrews makes available each year a low-premium accident and sickness insurance plan to full-time students through the cooperation of a commercial insurance company. The College recommends strongly that parents secure such protection for their sons and daughters if adequate coverage is not provided through family or individual insurance programs. A letter and brochure explaining this plan will be mailed to every student following his or her acceptance.

### **Security Deposit**

Each student will pay a \$50 refundable Security Deposit. Those who already have a Housing Damage Deposit with the College need not make additional deposit, as this will serve as the Security Deposit. All other full-time students will be billed for the Security Deposit which will be retained during the student's tenure at St. Andrews, and refunded within one month after graduation or other advice of termination. Final charges will be assessed against the deposit, the balance refunded.

### **Laundry Rental Service**

A laundry rental service is available. Information describing this service will be sent to a student after he or she has paid the room reservation deposit.

### **Winter Term Food Credit**

Each boarding student participating in a St. Andrews winter term

catalog course in which the enrolled group will be away from our campus for more than three days will receive a credit for the meals missed thereby. No action will be required by the student.

Credit will also be given to each boarding student taking an approved winter term exchange course at another institution or a guided independent study off-campus, provided the student submits to the College Business Office, prior to the start of the winter term, a request showing the approval of his faculty adviser and the registrar.

The credit will be applied to the student's account in January rather than being refunded prior to the trip. The credit will be calculated at the rate of \$2.20 per day, counting breakfast, lunch, and dinner at 1/6, 2/6, and 3/6 of a day, respectively.

### **Cancellation of Registration, Withdrawals, and Refunds**

Students who register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the registrar. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. Information on the procedure for withdrawal from the College and related refunds is given in the section "Academic Information."

### **Refund Insurance**

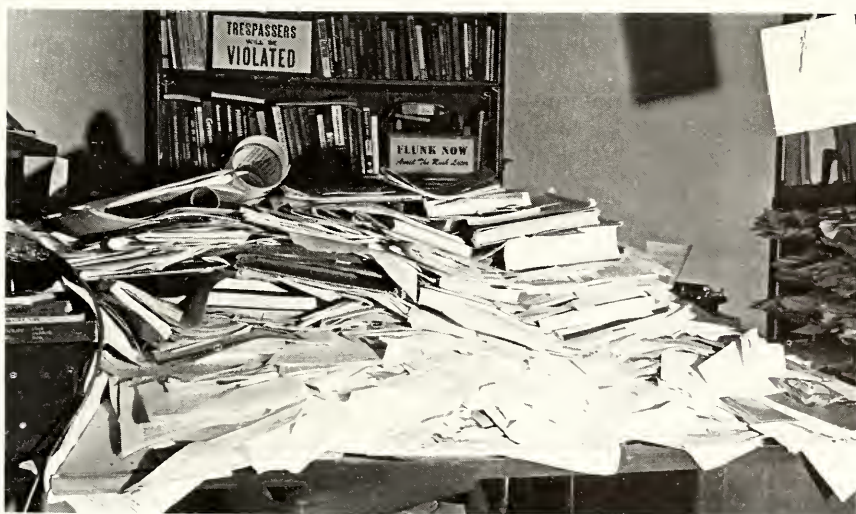
Withdrawals and other absences do not reduce the operating costs of the College because commitments for salaries and other operating costs are on an annual basis. For this reason the College has found it necessary to restrict its refund period to the first three weeks of the fall and spring terms. (See "Withdrawal from the College," page 33). However, parents who wish to insure against unforeseen contingencies which could cause the student to leave school later in the academic period may obtain refund insurance to cover the major causes of separation. Coverage is available on an optional basis, only at the scheduled time of registration, for a fee of \$55 for the combined fall and winter terms and \$45 for the spring term. Further information is available from the College Business Office.

### **Schedule of Payment of Other Fees**

Other fees and charges which may apply, are due when they are assessed and are payable at the College Business Office. Continuous non-payment will result in penalties including withholding of transcripts and preventing subsequent registration for classes at the College.

## Other Fees

Music Fees (cost per term, fall or spring)	
One hour or more of lessons per week	\$130
One half-hour lesson per week	65
Accompanist	15
Rental of instruments (per instrument)	10
Late Registration Fee (Applies if a student fails to complete registration and pay fees before the first day of classes)	15
Change of Schedule Fee (Applies for changes in a program of courses after the approved drop-add period)	
Per course added	5
Per course dropped	1
Course Fee for a Reduced Load (Charge for less than three courses in the fall or spring term or for one course during the winter term)	
Fee per course	300
Campus Post Office Box Fee (Required of all students enrolled in any course)	2
Graduation Fee (required of all graduating seniors)	20
Teaching Internship Fee (Required of students enrolled in Ed 420-21)	60



## Academic Scholarships

St. Andrews seeks to encourage and formally recognize superior academic achievement through scholarship awards. The following awards are granted without regard to financial need:

**The St. Andrews Distinguished Scholars Award** — Ten competitive scholarships awarded annually to entering freshmen on the basis of superior academic achievement and outstanding citizenship with annual stipends of \$2,000.00 for each of the four years.

**St. Andrews Honors Scholarships** — Fifteen competitive scholarships awarded annually to entering freshmen on the basis of their academic achievement and outstanding citizenship in high school with an annual stipend of \$1,000.00.

**The Outstanding Freshman Scholarships** — Up to thirty scholarships may be awarded to entering freshmen who have demonstrated academic achievement and a potential for excellence at the college level. The stipend for this scholarship will be \$500.00 for one year only.

**The St. Andrews Transfer Scholarships** — Ten scholarships awarded annually to junior and senior college transfer students on the basis of superior academic achievement and outstanding citizenship. The annual stipend for this scholarship is \$1,000.00

Academic scholarships are renewable automatically if the recipient continues to meet the scholastic and citizenship conditions outlined for each particular scholarship. As a general rule, academic scholarship recipients must maintain a cumulative grade average B and must exhibit evidence of good citizenship.





## Financial Aid

St. Andrews believes that the primary financial responsibility for a student's education lies with the student and the student's family. However, effort will be made to see that no academically qualified student is denied a St. Andrews education for lack of funds.

Gifts from churches and friends of St. Andrews, together with general funds administered by the College, make possible a financial aid program to meet the demonstrated needs of about 40 percent of our students. The awards vary from several hundred dollars to full cost.

All forms of financial aid at St. Andrews are based on need with the exception of scholarships for exceptional academic ability and a few specialized work grants.

### Application for Financial Aid

A student seeking financial aid should apply simultaneously for admission and financial aid. The Parents' Confidential Statement or, if applicant is financially independent, the Student's Financial Statement, must be filed with the College Scholarship Service specifying St. Andrews as the recipient. An aid applicant may submit the Family Financial Statement to the American College Testing Student Need Analysis Service. These statements are available from high school guidance counselors and principals or from the Office of Admissions. Financial Aid applications should be completed by March 1 to be assured consideration. However, applications for financial aid will be considered whenever they are received. The College will notify each applicant immediately after the Financial Aid Committee determines the award.

### Financial Aid Awards

Financial aid is ordinarily awarded as a combination of two or more sources: grants, scholarships, workshops, and loans.

**Grants** — These consist of grants awarded by the College from its resources, or Supplementary Education Opportunity Grants, Basic Educational Opportunity Grants derived from federal funds, and special grants for residents of North Carolina. North Carolina grants are based on need and are assigned by the financial aid officer. North Carolina Student Incentive Grants require an application which can be obtained from high school guidance counselors, College Foundation, Inc., Raleigh, North Carolina, or from the Financial Aid Office. The student's family must apply for Basic Educational Opportunity Grants; applications are available in the Office of Financial Aid.

**Scholarships** — These are assigned to the academically talented students. Among these provided by gifts on an annual basis are the Robert C. and Sadie G. Anderson Scholarships, The Mary Lynn



Richardson Scholarships, The Algernon Sydney Sullivan Scholarships, and the Lettie Pate Whitehead Scholarships.

**Workship**—This is the St. Andrews name for a part-time campus job with an average work load of 10 hours weekly. A student with a workshop is expected to earn \$500 to \$600 annually, which is applied to his or her account. If applicable, social security and taxes are withheld from this amount.

**Loans** — These are National Direct Student Loans or similar loans made possible by federal funds. Loans from the College may be available for a few students who may not be eligible for federal loans. National Direct Student Loans carry a three percent annual interest rate accruing nine months after a student leaves the College with payments beginning one year after he or she leaves the College.

### **Renewal of Financial Aid**

A student must reapply for financial aid each academic year by having the Parents' Confidential Statement or the Student's Financial Statement sent to the College Scholarship Service, or the Family Financial Statement filed with the ACT Student Need Analysis System. Aid usually continues at the same level each year, unless student's resources or his parents' expected contribution changes. All enrolled students receiving aid automatically receive information on how to apply for renewal awards. Other students should request information before March 1.

While the Director of Financial Aid is happy to assist, each student must exercise his own initiative to keep the College informed of needs and of changes in his financial resources. For renewal, or changes in aid plans, students should observe the following additional requirements:

- (1) All students receiving assistance from the College through grants-in-aid, loans, or work opportunities are to maintain at least a cumulative "C" average. Any exception must be specifically provided for in writing from the Director of Financial Aid. All students must exhibit evidence of good citizenship for continuation of a financial aid plan with the College.
- (2) All students receiving assistance based upon need must report changes in financial resources, academic or citizenship problems which affect their status at the College, changes in marital status, and changes in campus or home address.

It is strongly recommended that resident students in need of financial aid avoid the additional financial burden of maintaining a motorized vehicle on campus.

# Student Life

St. Andrews student life seeks the full development of its students. The academic program, social and recreational activities, civic involvement, and religious opportunities all contribute to the realization of this goal.

The academic program, climaxed with the awarding of the baccalaureate degree, brings about intellectual competence, familiarity with the learning process, and skills and knowledge in special fields.

St. Andrews seeks to help students identify and express their needs for individual understanding and growth and their relation to the world and life. Classes are small enough to permit give-and-take discussion and exchange of ideas. Informal discussion continues in the halls, in offices, in lounges and rooms. On occasion, professors are invited to exchange ideas with interested students in sessions which go on for hours. Seminars and tutorials afford students the chance to suggest and pursue, under informed direction, topics or interests they want to study in depth, and to react to questions of fellow students and professors.

In line with openness in academic inquiry, St. Andrews encourages a concept of student living that is equally forthright and honest, allowing opportunities to experience many different approaches to life's problems, both in the classroom and in the residence hall, on and off campus, in thoughtful isolation or in social relationships.

Social and recreational activities are most often conducted in the context of group living, offering the student many opportunities to develop poise and confidence in social activities. Individual responsibility is the keynote of student citizenship. Student government helps plan and regulate the campus life through the Senate, the Cabinet and the Student Judiciary.

Almost all activities on campus are as open to new students as to upperclassmen: a freshman student may play a lead role in a major dramatic production; freshmen and transfer students frequently win office in spring elections. Students serve on major College committees as voting members. Active participation is encouraged in musical and dramatic groups, athletics, the Student Peace Corps, student publications, residence hall activities, etc.

## **Variety of Student Activities**

Some thirty states and several foreign countries are represented in the St. Andrews student body, with most students coming from Atlantic Seaboard states. Wide geographic distribution implies broad cultural and racial backgrounds, and students' interests and experiences vary greatly. In an effort to offer something of value to all students, and in line with the

many possibilities for growth in all the dimensions of campus living, St. Andrews offers broad and diverse activities.

Concerts, recitals, and art exhibits by students, faculty and visiting artists are a regular part of campus cultural life. The theatre program finds its talent as well as its spectators from among the total college community. The Common Experience program, a component of St. Andrews Studies, provides a variety of films, fairs and festivals as well as lectures and workshops.

Campus literary activities are centered around the major campus publications: the newspaper, *The Lance*; the yearbook, the *Lamp and Shield*; and the student literary magazine, the *Cairn*. Students also contribute regularly to the *St. Andrews Review*. An active program of poetry readings by students, faculty, and guests enriches literary life.

Student social and recreational activities are coordinated by the College Union Board. The varied activities include dances, pop concerts, movies, and off-campus trips. The College Union Board also cooperates with other student groups in the operation of an on-campus coffeehouse, "Farrago."

The 820-acre campus affords an abundance of outdoor leisure activities. The riding club has facilities for the care and riding of student-owned and club-owned horses, and there is a sailing club with its own sailboat, and a gun club for those who wish to hunt in the area.

St. Andrews seeks a healthy balance between its varsity sports program and its program of intramural sports and recreation. Currently the College fields varsity teams in soccer, cross country, basketball, bowling, baseball, golf, tennis, and track. In endorsing the value of intercollegiate competition, St. Andrews is committed to a policy of no athletic scholarships and competes primarily in the Dixie Intercollegiate Athletic Conference whose members share this policy. The athletic program is approved by, and the college is a member of, the National Collegiate Athletic Association.

The St. Andrews Radio Club operates an on-campus radio station, WSAP, which is a member of the Intercollegiate Broadcasting System. Opportunities for training and work in all phases of the broadcasting media are provided, including public relations, advertising sales, and programming. WSAP has excellent facilities and broadcasts 14 hours daily to the campus on a closed circuit.

While St. Andrews is a church related college, it is not sectarian in outlook. Religious activities are ecumenical in emphasis. The College Christian Council provides students and faculty with opportunities to celebrate their faith in worship and to express it in service both on and off the campus. Students are encouraged to participate in the activities of the Laurinburg churches.

## **Honor at St. Andrews**

The St. Andrews Honor Code was instituted by students in cooperation with the faculty and attests to a belief in the individual's responsibility for his or her own behavior. Lying, cheating, and stealing are serious violations of community integrity and thus are the concern of all members of the community.

All members of the community bear responsibility for maintaining high standards of conduct, and all are pledged to deal with violations of honor in a responsible way. Each student upon matriculation at St. Andrews will sign the following pledge:

*As a member of the honor community of St. Andrews, I pledge that I will not lie, cheat, or steal, nor will I tolerate this conduct in any other member of the community. I will do all within my power to uphold the high standard of integrity and honor of St. Andrews.*

Members of the administration and faculty of St. Andrews pledge themselves to respect the spirit and intention of this Honor Code, and to support those who are charged with the responsibility of administering the Honor System.

## **The Student Association**

The Student Association is made up of all students of the College. The Cabinet is the executive body consisting of elected leaders of all major boards and activities, together with the chief elected officers of the student body. The Attorney General is the chief judicial officer of the Association, and various courts are elected or appointed to carry out the judicial responsibilities of student government.

The Senate, composed of representatives from each of the eight residence halls plus day student representative, serves as the legislative body of the Association. Faculty or administration advisers serve with the students and all questions involving student welfare or interests are carefully considered for the general good.

## **Student Personnel Service**

Student life activities are under the general supervision of the Student Life Committee which works with the Dean of Students and the Office of Student Personnel Services. A subcommittee of the Faculty Executive Committee, including faculty, administrators, and students, works with the Dean of the College in reviewing academic problems as they arise. Judiciary matters are handled by the Student Attorney General or by student courts.

Students are expected to direct their lives responsibly while at St. Andrews. Those violating policies and procedures of the College will subject themselves to disciplinary action.

## **Residence Hall Life**

Since St. Andrews is a residential college, all students are required to live on campus, when available space permits, unless they are living with parents, guardians, or spouses. Single undergraduate men and women fully admitted but for whom no space on campus can be assured may reside off campus subject to approval by the Office of Student Personnel Services. Basic college regulations apply to off-campus residents.

The Dorm Council and the Residence Director operate each residence hall, and plan social activities. Each residence hall is responsible for setting its own living controls in regard to hours, visiting privileges, and social and recreational programs within the framework of general college policy. Optional freshman suites are available.

The College Union Dining Hall provides meal service throughout the regular college year except during stated vacation and holiday periods. The Red Lion snack bar is open to all students at stipulated hours. Day students may eat here or buy a long-term meal ticket from the college food service.

## **Counseling and Guidance**

Prior to registration, each beginning student selects a faculty-student advisor team which works with groups of students throughout the freshman year. Assistance is provided the student in planning his academic program and in solving non-academic problems.

Counseling Services provides short-term individual and group counseling on campus by qualified counselors. Also available for consultation with students are the deans, faculty members, residence hall directors, and other administrators. Arrangements are made by the College to have psychiatric consultation available for those who may benefit from this level of professional help.

St. Andrews provides routine medical and first aid services to students at no extra charge through the College Health Center. Nursing services are available 24 hours daily on weekdays and on a call basis weekends. The College Physician is available for consultation on weekdays.

Overnight care is provided when necessary for students living in the dormitories; however, cases needing special care or more than casual bedside attention are referred to a local hospital. Such care, special medications, and the services of medical doctors off campus are financial responsibilities of students and their parents.

The College Physician and other medical doctors may be seen for private consultation off campus or at the specific request of a student or parent. Such services are not provided as part of the health center program.

The College Health Center is part of the Rehabilitation Center, which



also serves as a dormitory for a few severely handicapped students. St. Andrews is fully accessible to the physically handicapped; there are about 30 students in wheelchairs each year. A wide range of services is available to them including counseling, aides, rehabilitation nursing, urology, adapted physical education, driver training, wheelchair repairs, and transportation by special bus.

### **Placement Office**

The Placement Office provides career counseling, and job placement assistance. This office also maintains data concerning graduate and professional schools, provides opportunities for students to interview representatives of government, business, and industry, and establishes placement files for graduates. It also serves as a clearinghouse for part-time employment opportunities.

### **Career and Personal Counseling Center**

The Career and Personal Counseling Center is one of three counseling centers in North Carolina approved by the International Association of Counseling Services. Operating under a special agreement with St. Andrews, the Counseling Center offers structured programs of counseling, testing, and occupational-education research for any St. Andrews student.

### **Policy Regarding Drugs and Alcoholic Beverages**

The College cannot condone the abuse or illegal use of drugs and/or alcohol. Specific information regarding this matter is found in the student handbook.

### **Use of Motor Vehicles**

The College, recognizing that motor vehicle operation hazards exist far beyond its bounds or control, does not encourage students to bring vehicles to the campus.

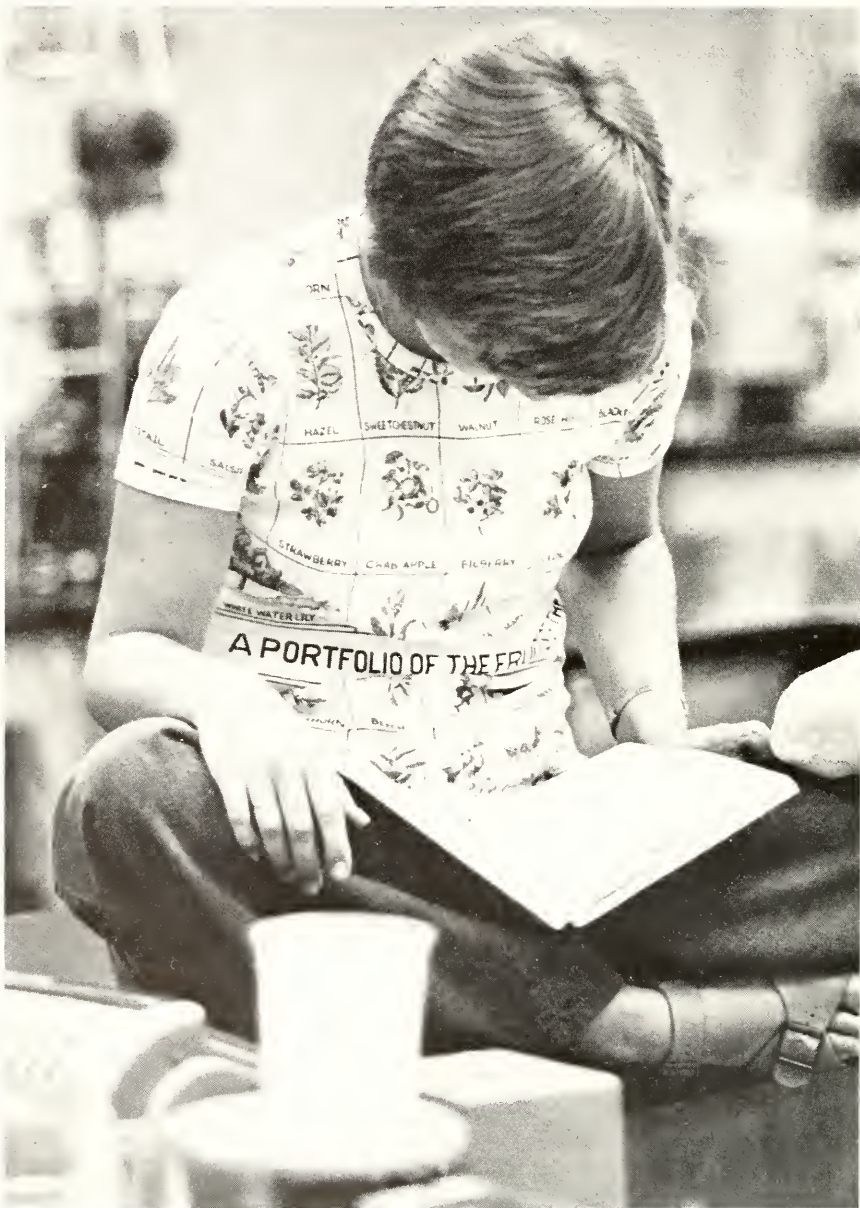
However, students who wish to operate a motor vehicle on campus must secure a permit from the Office of Student Personnel Services. The permit requires parental approval, and evidence of personal and property liability protection, and such other data as may be requested for supporting the application. The fee for a motor vehicle permit is one dollar per year.

### **Parental Relations**

Parents' attitudes can affect student adjustment to the new experience of going to college. Parents should permit students to be on their own by giving support and by refraining from direct interference in academic or social situations.

**Special Note**

When any student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of St. Andrews, the College reserves the right to ask the student to withdraw for the welfare of the College community.



# Academic Information

Additional academic information may be found in the student handbook, *The Saltire*.

## Degree Requirements

St. Andrews offers two degrees: Bachelor of Arts and Bachelor of Music. Candidates for each degree are required to complete at least 37 courses, including one winter term course for each year enrolled and four terms of physical education (counting as the 37th course), with a grade-point average of 2.0 in all work attempted at St. Andrews and a grade-point average of 2.0 in all work attempted in the major field.

Faculty advisers help students plan their courses of study. *Students are responsible to see that the courses taken meet the requirements for graduation.* Special attention is called to the fact that, excluding core courses, a total of twelve courses at the 300-400 level is required for graduation. This number (12) includes courses in the student's major area as well as electives, but does not include winter-term courses.

### Bachelor of Arts\*

St. Andrews Studies	6 courses
Selected Topics in Modern Science	2 courses
Physical Education	1 course (2-4 terms)**
Requirements for a Major	10-16 courses***
Electives	<u>18-12 courses</u>
	37 courses

Majors Offered: Accounting and Business, Allied Health, Anthropology-Sociology, Biology, Business Administration, Business-Chemistry, Chemical Physics, Chemistry, Economics, Education, English, Environmental Studies, Fine Arts (Art or Theatre), French, History, Intercultural Studies, Literature, Mathematics, Mathematics with an emphasis in Computer Science, Modern Languages, Music, Politics, Philosophy, Physical Education, Psychology, Religion, and Religion and Philosophy.

\*Medical Technology certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of training at an accredited college of medical technology. Preparation for medical technology training includes studies in the areas of mathematics, chemistry, biology, English, psychology, and sociology. A more complete description of this program may be found under the Division of the Mathematical, Natural, and Health Sciences.

\*\*The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.

\*\*\*Foreign language and mathematics requirements are determined by the major program.

Pre-professional programs are also available in pre-law, pre-medicine, pre-dentistry, pre-veterinary, pre-paramedical, and pre-ministerial areas.

Bachelor of Music	
St. Andrews Studies	4 courses
Selected Topics in Modern	
Science	0-2 courses*
Physical Education	1 course (2-4 terms)**
Studies in the Structure and	
Styles of Music	7 courses
Requirements for a Major	6-12 courses***
Applied Music Requirements	8 courses
Music Ensembles	2 courses (8 terms)****
Electives	11-5 courses
	<hr/>
	39 courses

Majors Offered: Church Music with Organ Emphasis, Church Music with Voice Emphasis, Music Education, Organ, Piano, and Voice.

### **Declaration of a Major or Area of Emphasis**

A student may declare a major or area of emphasis any time after the first term at St. Andrews, but must declare a major or area of emphasis before the end of the sophomore year. Transfer students accepted with junior or senior status must declare a major upon acceptance as a student at St. Andrews. Declaration of Major forms can be secured from the Office of the Registrar.

### **Registration**

Toward the close of each term, students plan and register for their course programs for the following term in conference with their advisers. New students confer with their advisers during the orientation period and complete registration on a designated day at the beginning of each term.

Students who register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure.

\*This requirement applies only to the student with a music education major.

\*\*The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.

\*\*\*Foreign language requirements are determined by the major.

\*\*\*\*The student receives one-quarter credit per term.



## Course Load

To make normal progress toward the degree, a student should enroll for four courses per term; however, he may be allowed to carry only three courses without special permission. If, in special cases, less than three courses or more than four courses seem advisable, the student must secure the permission of the Dean of the College. A student may carry more than four courses a term only if he has a 3.0 cumulative grade-point average or a 3.0 average for the previous term.

## Class Attendance

Regular class attendance is an important student obligation and a student is responsible for all the work, including tests and written work, done in all class meetings. No right or privilege exists which authorizes a student to be absent from any given number of class meetings.

The instructor in each course will announce and maintain an absence policy in keeping with the nature of the course. Each student should clarify this policy at the beginning of each course.

When absences from class indicate a serious lack of commitment to the work of the course, the student maybe involuntarily withdrawn from the course after a formal warning from the Dean of the College.

## System of Grading\*

Each student receives a grade in each course at the close of the term. The grading system is as follows:

Grade	Interpretation	Grade Points
A	Excellent	4 per course
B	Good	3 per course
C	Average	2 per course
D	Passing	1 per course
E	Conditional Failure	0 per course
F	Failure	0 per course
I	Incomplete	0 per course
W	Withdrawn Medical	0 per course
WP	Withdrawn While Passing	0 per course
WI	Withdrawn Involuntarily (Due to excessive absences)	0 per course
WF	Withdrawn While Failing (Counts as an "F")	0 per course

## Conditional Failures, Incompletes, Failures, and Withdrawals

A grade of conditional failure, "E", may be removed by re-

\*Grade points are the numerical equivalent of the letter grade. The student's grade-point average is computed by dividing the number of grade points earned by the number of courses attempted.

examination. This must be accomplished within the first four weeks of the following term, unless an alternate procedure is specifically authorized by the Dean of the College. Otherwise, the conditional failure becomes a failure, "F".

An incomplete, "I", is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the term following the one in which the incomplete was received. If not, the incomplete becomes a failure, "F".

A failure, "F", cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Dean of the College.

When a student withdraws from a course with the approval of his faculty adviser and is doing passing work in the course, he receives a grade of "WP". A grade of "WF" is recorded if the student is not doing passing work. The grade "W" is recorded where a student withdraws for medical reasons. For a fuller explanation of the grade "WI", see the class attendance regulations above.

## **Reports of Grades**

Parents as well as students receive academic reports after official grading periods and are also informed of any disciplinary action. Students, however, are expected to inform their parents in such cases and not leave the responsibility entirely to officials of the College.

## **Classification of Students**

The classification of a student depends upon the amount of college work he or she has to his or her credit and not upon the length of time he or she has been in college. Credit for college work is recorded in courses satisfactorily completed. A student is classified as:

- (1) A senior upon passing 28 courses with a 1.90 grade-point average on work undertaken at St. Andrews.
- (2) A junior upon passing 17 courses with a 1.75 grade-point average on work undertaken at St. Andrews.
- (3) A sophomore upon passing eight courses with a 1.50 grade-point average on work undertaken at St. Andrews.
- (4) A freshman if the regular admission requirements have been met.
- (5) A special student if he or she has been admitted as a non-degree candidate. Regularly matriculated students may not opt this classification to avoid required courses.

## **Eligibility to Continue in College**

To maintain satisfactory progress toward a degree, a student must

pass nine courses each year and maintain a cumulative 2.0 grade-point average. A student will be permitted to return, however,

- (1) For the second year after passing eight courses with a 1.50 grade-point average on work undertaken at St. Andrews.
- (2) For the third year, after passing 17 courses with a 1.75 grade-point average on work undertaken at St. Andrews.
- (3) For the fourth year, after passing 28 courses with a 1.90 grade-point average on work undertaken at St. Andrews and acceptance as a major in an academic program.

### **Academic Probation and Dismissal**

Academic probation calls attention to serious academic problems. Regularly enrolled students are placed on academic probation for one regular term after any regular term in which their grade-point average is below 1.50 and at any time their cumulative grade-point average on work undertaken at St. Andrews is below 1.75. Regulations governing such status are given in *The Saltire*.

A student placed on academic probation who fails to show marked improvement in academic work during the following term may be asked to withdraw from the College. Any student still on academic probation after two successive regular terms on academic probation and any student who fails all academic courses in any regular term is ineligible to return to the College.

### **Residence Requirements**

A student must spend the senior year at St. Andrews and obtain credit in residence for at least the last nine courses to receive a degree from the College.

### **Withdrawal from the College**

Application for complete withdrawal from the College should be secured by the student from the Office of the Dean of Students. While the several signatures which need to be obtained on the application form seem onerous to the student wishing to leave the College, they are necessary to assure that the record is cleared before the student leaves. The student's academic advisor will assist in the withdrawal procedure.

Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades of "WP", "WF", or "W" are given under the same procedure used for those dropping one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and be entitled to no refund.

Withdrawing students are entitled to refunds as follows, to be mailed within ten days of completed withdrawal:

a. Tuition:

Date of Completed Withdrawal	Amount of Refund
During first week	75%
During second week	50%
During third week	25%
After third week	none

Tuition refund insurance is available on an optional basis to those who wish to insure against contingencies which require withdrawals after the third week. It is described on page 18.

- b. Board refund 15 allowed regardless of when withdrawal occurs. It is prorated on the basis of the number of meals served through the day withdrawal is completed.
- c. No refund is allowed for room charges, regardless as to when withdrawal occurs. And the College reserves the right to reassign the room of a student who withdraws or goes on leave during any academic term.

### **Transfer Credits**

Transfer credits from other institutions approved by the appropriate regional accrediting agency will be granted in full provided the courses taken correspond to work offered at St. Andrews. Courses passed with grades of less than "C" are accepted in transfer only if the overall record at the previous institution averages "C" or above.

### **Summer School**

The College conducts a summer term including a wide range of courses for undergraduates, teachers, and selected high school students. Regular members of the St. Andrews faculty and visiting professors make up the faculty of the summer school. Contact the Registrar for further information.

### **Summer Work at Other Institutions**

Students desiring to receive credits toward graduation for summer courses at another institution must have the approval of their faculty adviser and the chairman of the division in which the corresponding course is taught. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit the course must be completed at the "C" level or higher. The student is responsible for requesting the institution to mail an official transcript of summer work to the Registrar at St. Andrews as soon as courses are completed.

### **Correspondence Study**

Full-time students may be enrolled in extension courses, correspon-



dence courses, and courses for credit from other colleges or universities only if they get approval in advance from the Dean of the College. Credit toward the St. Andrews degree will not be allowed, however, unless the grade earned in the course is "C" or better.

Two approved academic courses taken by correspondence may be accepted by St. Andrews toward meeting graduation requirements.

## **Studies Abroad**

St. Andrews sponsors and cooperates with other institutions in making available to students courses and programs abroad in international studies. These are primarily conducted in the winter and the summer terms. Independently or in cooperation with other institutions, individual students may work out a junior year abroad.

## **Honors**

The College seeks to encourage and formally recognize superior academic achievement. To that end, the College awards several academic honors:

*ST. ANDREWS DISTINGUISHED SCHOLARS AWARDS* — The College annually makes these awards to approximately 10 members of the incoming freshman class. These four-year scholarships, the highest academic awards of the College, are based on academic record, character, and leadership potential. Ten other finalists in the competition receive *PRESIDENTIAL SCHOLARSHIPS*, also four-year awards.

*DEAN'S LIST* — The Dean's list recognizes freshmen and sophomores who have a 3.25 grade-point average, and juniors and seniors who have a 3.50 grade-point average.

*SOPHOMORE HONORS* — Each spring the College awards Sophomore Honors to students who have earned a grade-point average of 3.25 or better through the winter term of the sophomore year. The College selects from this group those students with the highest academic records as *SOPHOMORE SCHOLARS*, a distinction that also carries a scholarship award.

*ST. ANDREWS HONOR SOCIETY* — Membership in the Honor Society is awarded to juniors and seniors who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events and members who are juniors serve as marshals at Commencement.

*HONOR GRADUATES* — St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. Degrees are awarded with honors to those with a grade-point average of 3.50 and with high honors to students with a grade-point average of 3.75 or better. Transfer students will be evaluated for honors on an individual basis by the Faculty.

# Curriculum

The St. Andrews curriculum assumes that education is more than an identifiable body of knowledge and rigid disciplines of study. Its core is St. Andrews Studies which begins with Freshmen Tutorials and ends in the Senior year with Interdisciplinary Seminars. Sciences in the required Freshmen courses are also treated as interrelated studies for understanding the physical and natural environment of human life. The curriculum will not permit a complete and precise listing of courses and programs, since students are encouraged to design their own programs to meet individual needs and goals.

In addition to courses, St. Andrews offers internships in government and social agencies as an integral part of the credit offerings of certain majors. Planning is now in process to expand this program to provide more students with opportunities which enrich their learning experience through a confrontation with practical applications of knowledge.

Interdisciplinary majors, represented in this catalog by the Environmental Studies Major, the Intercultural Studies Major, and the Allied Health Major are being incorporated into the curriculum.



# Programs and Courses

The following pages list the approved course offerings at St. Andrews for the 1976-1977 academic year under the three academic divisions of the College. The divisions and the programs of study under them are:

## **Division of the Humanities and the Fine Arts**

- Art-Theatre
- English
- Foreign Languages
- Music
- Philosophy
- Religion

## **Division of the Mathematical, Natural, and Health Sciences**

- Biology
- Chemistry
- Physics
- Health and Physical Education
- Mathematics

## **Division of the Social and Behavioral Sciences**

- Anthropology and Sociology
- Business and Economics
- Education
- History
- Politics
- Psychology

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years.

Certain programs are described separately at the beginning of this section of the catalog. These are St. Andrews Studies, Selected Topics in Modern Science, the Winter Term, and Interdisciplinary Majors: Allied Health, Environmental Studies, and Intercultural Studies.

In general, courses numbered between 100 and 299 are designed for freshmen and sophomores, and those numbered between 300 and 499 for juniors and seniors. Odd numbers are used for courses ordinarily offered in the fall term and even numbers for those ordinarily offered in the spring term. A year-long course is indicated by joining the course numbers for the two terms with a hyphen, e.g. 101-102. The abbreviation "hpw" following a course title refers to the number of hours per week the course meets.

The requirements for majors are outlined immediately preceding the list of courses offered in a given program.

Most programs of study listed in this catalog provide for Special Studies and Guided Independent Study. The college-wide descriptions for each follow and will not be repeated in each program.

**190, 290 Special Studies**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study**

**399, 499**

This provides for a project initiated by the student. The project must be submitted to the program and division on the proper forms for approval. The level of work will be indicated by the course number used.

Students are urged to familiarize themselves with various divisional requirements for Guided Independent Study and to plan their independent study projects early in order to meet specific division deadlines for submission of their projects.





# St. Andrews Studies

*Director: Cornelius Bushoven III*

St. Andrews Studies is a three-year, general education program in the fine arts, the humanities, and the social and behavioral sciences required of freshmen, sophomores, and seniors. The program moves from the development of skills of critical inquiry and a progressive consideration of disciplinary methods converging in an interdisciplinary understanding of the contemporary world. All three levels engage the student in serious consideration of moral values. Each course offers a variety of options in format and content. These options will vary from year to year. Common learning experiences in small and large groups — festivals, concerts, films, lectures, workshops, etc. — complement the courses.

## **101, 102 Freshman Tutorials**

**4 hpw**

Develops intellectual, imaginative, and social skills in the context of learning groups of 15-18 students. Led by faculty and advanced student advising teams, students in the fall term deal with self-understanding and the nature of liberal learning, and each student develops a learning plan for the college years. Spring term tutorials emphasize development of formal skills in written and oral communication.

## **201, 202 Sophomore Disciplinary Studies**

**4 hpw**

Introduces the methodologies of the arts, the humanities, and the social and behavioral sciences and fosters an appreciation of the distinctiveness, value, and limitations of the disciplines. The format includes individual research, and, if appropriate, field work. In a sequence of four six-week modules, students must select at least one module in the arts and humanities, one in the social and behavioral sciences, and one in the cultures of Africa, Asia, or Latin America. The modules vary from year to year, but in 1976-77 the fall term will offer units on comparative studies of cultures and the spring term will explore American culture.

*The junior year is designated as the time for intensive work in the major, and, therefore, does not contain a St. Andrews Studies component.*

## **401, 402 Senior Interdisciplinary Seminars**

**4 hpw**

Explores issues and topics requiring resources and information from several academic areas reflecting the students' majors. The emphasis is on the development of skills of interdisciplinary communication as well as refining the skills acquired in the first two years of the program. Seminars in the fall term deal with social issues in contemporary international society; seminars in the spring term consider the meaning of selfhood and community in the contemporary world. Students select seminar topics.

## Selected Topics in Modern Science

*Chairman: A. Leon Applegate*

These two courses in natural science, which must be taken in the freshman year, constitute the science requirement for all students.

### **101, 102 Selected Topics in Modern Science**

**7 hpw**

Four major areas from the physical and biological sciences are developed in depth using an interdisciplinary approach. Examples of projects which have been treated are evolution, nuclear energy, human ecology, thermodynamics, and viruses. Basic materials in such areas are introduced and applied to societal concerns. Laboratory sessions include introductory computer programming and a variety of inquiry-oriented projects.



## Winter Term

*Coordinator: Carl W. Geffert*

The four-week winter term in January provides a time for experimentation, innovation, and variety in learning experiences and presents subject matter and areas of study not offered in the same form in the fall and spring terms. The winter term offers opportunities to explore new interests, to combine theory and experience, and to pursue work that lends itself to intensive application.

Winter term courses are required for graduation and are as important as regular term courses. A winter term course occupies a student's full academic time for the month. This means that students are expected to spend as much time on the one course during this short term as they are expected to spend on four courses during a given month in the fall or spring terms.

More than 40 courses are approved for the winter term each year and provide opportunities to study aspects of a discipline on campus, elsewhere in this country, or in Europe, Asia, Africa, or Latin America.

Students in the past several years have studied the theatre in London, archaeology in Mexico, marine biology in Puerto Rico, folk music in Scotland, and the secular city in New York. Others had internships in social work and special education through local and regional agencies.

Students have also studied the stock market and investments, African fiction, human genetics, the future, psychopharmacology, religious themes in Chinese art, statistical inference, transformational grammar, and contemporary British fiction. Students may also propose independent study projects for this term.

A student must take one winter term course for each full academic year in attendance at St. Andrews. A major program may require one winter term course. A student may choose no more than two winter term courses within the major.

St. Andrews welcomes to its winter term students in good standing at other accredited colleges and universities. Although it has no formal exchange agreements with other institutions, St. Andrews is willing to waive tuition for students from institutions which agree to do the same for St. Andrews students. Students interested in attending should obtain application and registration forms from the Coordinator of the Winter Term.

# **Interdisciplinary Majors**

## **Allied Health Major**

The Allied Health major is a multidisciplinary program designed to prepare the student for clinical training experience in one of the allied health professions such as hospital administration, nursing, occupational therapy, physical therapy, or physician's assistant. After four years at St. Andrews obtaining a broadly based educational background, the student enters either a graduate school program or a certificate program.

The Allied Health major consists of fourteen (14) courses, of which seven (7) are junior-senior level courses. All majors are required to take a core of four courses consisting of Biology 201 (Organismal Biology), Bio 207 (Human Anatomy and Physiology), Mathematics 205 (Statistics), and Psychology 201 (General Psychology). The remaining ten courses are selected from course offerings listed in the catalog. The entrance requirements of the graduate or certificate program determine which courses are selected. These courses are approved by the academic advisor and the allied health committee.

The winter term enables St. Andrews to provide a unique opportunity to the Allied Health major — a preclinical internship in the chosen area. This internship, lasting one month on a full-time basis, offers the major the opportunity to examine the profession and to observe how course work relates to the profession.

## **Environmental Studies Major**

*Coordinator: George L. Fouke*

The Environmental Studies major is a multidisciplinary program including studies from the social and behavioral sciences, the humanities, and the natural sciences. The study and resolution of complex environmental issues requires both the skills and holistic outlook of a generalist and the skills and deepened knowledge of a specialist. To help them achieve this generalist-specialist balance, environmental studies majors are required to take a concentration of at least seven courses in environmental studies (including two terms of research) and a second concentration of at least six courses in any traditional academic major offered by the college. Students are also encouraged (but not required) to gain practical experience in environmental affairs by participating in an off-campus internship in business, government, or other organizations.

The Environmental Studies major is built around a "contract" in



which each student develops a specific plan of courses to meet stated needs and goals. Each contract is drawn up by the student in consultation with the Coordinator of Environmental Studies and participating faculty. Once the contract is approved by the environmental studies faculty, it is filed in the Registrar's office. If interests or needs change, students may amend the original contract upon approval of the Coordinator in consultation with participating faculty.

**Requirements for a Major in Environmental Studies**

- (1) **Environmental Studies Concentration:** A minimum of seven courses, with at least four at the 300-400 level, is required. The following four courses in Environmental Studies are required as a basic core for all students: Environmental Studies 202 (Introduction to Environmental Studies), 302 (Research Project), 401 (Research Project), and 402 (Senior Seminar). The remaining three courses may be chosen from the list of environmental studies and related courses described below.
- (2) **Traditional Major Concentration:** A concentration of at least six courses in any traditional academic major offered by the college, with at least half of the courses at the 300-400 level, is required. Each student's contract proposal for courses in the major concentration must be approved by the Coordinator of Environmental Studies and the participating faculty.

**Courses in Environmental Studies**

202	<b>Introduction to Environmental Studies</b>	3 hpw
	A survey of ecological concepts; population; food problems; land use; mineral, water, and energy resources; pollution, and environmental economics; politics; and ethics. (This course, or Anthropology 205, will satisfy the requirements for the N.C. Department of Public Instruction for Geo-Earth Study for elementary education.)	
302	<b>Research Project</b>	4 hpw
	First half of a two term research project. Students must submit a research proposal for approval by the environmental studies faculty. At the end of the term each student must submit a paper describing his or her results and defend this paper in a seminar before the environmental studies faculty. Students are expected to begin their research in the second term of their junior year and to submit a brief summary of their proposed research project to the Coordinator of Environmental Studies by December 1 of the fall term of their junior year.	
361	<b>Internship</b>	
	An on-the-job practical experience related to environmental affairs in business, government, or other organizations. A written proposal for each internship must be submitted to the Coordinator of Environmental Studies for approval one month before the term in which the internship is to be carried out. Students are expected to carry out their internship during the summer or	

winter term of their junior or senior year on a full-time basis for at least four weeks. In rare cases part-time internships during the fall or winter term may be approved.

**401 Research Project**

**4 mpw**

Second half of the required two term research project. Normally each student continues the project started during the spring term of his or her junior year. Final results are presented in the format used for publication in a professional journal and each student must defend his or her paper in a seminar before the environmental studies faculty.

## 402 Senior Seminar in Environmental Studies

**4 mpw**

Normally each student will develop a paper that projects and establishes the feasibility of alternative models for some major environmental problem in the year 2000. Each student will defend the model that he or she chooses as best for the future. Students will work in groups to develop a group paper that provides a detailed plan of action designed to achieve their chosen model by the year 2000. Group papers will be defended before the environmental studies faculty.

**190, 290 Special Studies in Environmental Studies**  
**390, 490**

Each course, initiated by the professor and approved by the Environmental Studies Faculty and Educational Policy Committee of the faculty, provides the opportunity for small classes to do intensive study and research in some special areas of environmental studies. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in Environmental Studies**  
**399, 499**

This course, initiated by the student and approved by the environmental studies faculty, provides the student opportunity for independent study on a special project or topic. The project must be submitted to the participating faculty on the proper forms for approval at least one month before the end of the term prior to the term in which the project is to be carried out. The level of work will be indicated by the course number.

**Related Courses for a Major in Environmental Studies** (For detailed course descriptions see the catalog copy under each discipline. Some of these courses are offered only every other year.)

**Anthropology 290**

## History of Conservation

Chemistry 290

## Environmental Chemistry

## Politics 280

## Environmental Chemistry, Politics and Environment

Philosophy 212

## Ethics

Religion 206

## The Old Testament World

Religion 213

## Christian Ethics and Contemporary Social Problems

Biology 307

Environmental Biology

**Biology w 3**

**Environmental Biology  
Marine Biology**

(Winter term)

(Winter term course)

**Economics 307**

## Environmental Economics

**Anthropology 407**

Ecological Anthropology

**Business Administration 404**

## General Systems Approach to Problem Solving

# Intercultural Studies Major

*Coordinator: Donald G. Paxton*

The Intercultural Studies Major is an interdisciplinary major focusing on contemporary world cultures. It is designed to permit students to develop a major which combines studies from the social, behavioral sciences and the humanities around a theme which is cross-cultural and global in perspective. Each student will work out an individualized plan of study in consultation with the Coordinator and with the approval of the participating faculty. Possible themes for a major include War in the Modern World, Peace Studies, East European Studies, African Studies, Asian Studies, Future World Studies.

## Requirements for a Major

The contract outlining an individual's major must have a unifying theme. A contract must have a minimum of twelve courses including Intercultural Studies 201; either Spanish 331, French 331, or German 331; and an advanced research project in the senior year. The remaining nine courses must be distributed among the disciplines of the humanities and social and behavioral sciences and include study in both European and non-European areas. The Coordinator will publish yearly a list of regularly offered courses which are sufficiently intercultural in focus for this requirement. Appropriate Winter Term courses, Special Studies, and Guided Independent Studies may be accepted by the participating faculty as meeting this requirement. In addition to the twelve intercultural courses organized around a theme, the student majoring in intercultural studies must demonstrate proficiency in a foreign language, and have a direct experience in another culture. This experience may be in a subculture within the United States. According to the individual circumstances, a student may so structure this experience as to receive academic credit. The participating faculty will review and approve in advance all proposals, and in no case should the credit or approval be viewed as automatic.

## Courses in Intercultural Studies

### **201 Introduction to Intercultural Studies**

An interdisciplinary introduction to the study of world cultures, with consideration of problems of perception, appreciation for, and understanding of the thought, ways of being, traditions and social organization of the peoples of cultures.

### **290, 390 Special Studies in Intercultural Studies 490**

This course, initiated by a participating professor, provides opportunity for small classes to do intensive study and research in a special area of intercultural studies under faculty direction. The level of work will be indicated by the course number.

**299, 399 Guided Independent Study in Intercultural Studies**  
**499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the program on the appropriate forms for approval. The level of work will be indicated by the course number.





# Division of the Humanities & the Fine Arts

***Chairman: Carl D. Bennett***

## **Programs**

Art  
English  
Foreign Languages  
Music  
Philosophy  
Religion  
Theatre

## **Majors**

English  
Fine Arts (Art or Theatre)  
French  
Literature  
Modern Languages  
Music  
Philosophy  
Religion  
Religion and Philosophy

## **Art**

*Assistant Professor M. Smith; Instructor Tauber*

### **Major in Fine Arts with an Emphasis in Art**

Curriculum requirements for the student wishing a major emphasis in art will be contracted on an individual basis with an adviser from the art faculty. A student may select from several suggested contracts or incorporate variations into the contract on consultation with the adviser. Career goals and other educational pursuits may be considered in a total program of technical, creative, and aesthetic development. Artistic interests related to other fields like literature, theatre, business, or biology, may be worked into the contract also.

The only overall stipulation, to insure the integrity of the contract, is that twelve courses be named, individually or in groups (e.g. "so many" studio courses), in the contract. A minimum of six of these must be upper-level courses of which at least four (including 410, Senior Seminar in Art) should be from the Art Program. The contract is then placed in the student's permanent record file where it remains unless revised by mutual student/art faculty agreement.

## **Courses in Art**

### **111 Introduction to the Visual Arts**

A foundation course which coordinates the development of analytic and appreciative skills with an orientation to the expressive use of formal elements in studio practice. Concepts and themes presented in a historical survey of art will be explored in studio exercises on visual and psychological properties of form. Lecture discussion: two hours; studio: four hours. Offered fall term. Open to freshmen and non-majors.

### **113 Elements of Three-Dimension Expression**

An exploration of methods, tools and ideas used in the creation of sculpture. A variety of basic materials will be used. Six studio hours.

### **114 Drawing and Composition**

A basic course in visualization and perception, stressing the descriptive, interpretive, and analytic functions of line, light and shade, and perspective. Six studio hours.

### **122 Basic Design**

An analysis of the formal and physical components of the visual arts: form and space, color, line, shape, texture, and movement. The aesthetic and structural properties of materials will be investigated. Six studio hours. Offered spring term. Open to freshmen and non-majors.

### **211 Painting I**

An introduction to the problems and principles of composition and color organization, and to the technical procedures of painting. Prerequisites: Art 111 and Art 112 or 114, or consent of the instructor. Six studio hours.

### **213 Intermediate Sculpture**

A studio course in applying basic sculptural knowledge to a variety of materials. Modeling, casting, and carving will be emphasized. Prerequisite: Art 113 or consent of the instructor. Six studio hours.

### **214 Figure Drawing**

A study of the human figure in terms of its muscle, bone, and proportional configuration. An analysis of the parts as well as the total unity of the figure will be stressed. Offered spring term. Prerequisite: Art 114 or consent of the instructor. Six laboratory hours per week.

- 216 Graphics I**  
An introduction to printmaking emphasizing relief and intaglio methods (woodcut, collagraph, drypoint, etching, engraving) in both color and black and white.
- 260 Studies in Art History**  
A survey of the visual arts from prehistoric times, through Western and non-Western, primitive and sophisticated cultures, to the present. Special attention will be given to the varieties of art historical analysis, including such writers as Gombrich, Panofsky, Wofflin, Friedlander, Shapiro, and Kris.
- 311 Painting II**  
A continuation of Art 211 centering on the development of individual and original approaches to the expressive possibilities of the medium. Spring term. Prerequisite: Art 211. Six studio hours per week.
- 313 Advanced Sculpture**  
A continuation of Art 213 in which techniques such as welding, plastics and resins, kinetic sculpture, and environmental construction are emphasized. Prerequisites: Art 113 and 213 or consent of the instructor. Six studio hours per week.
- 314 Advanced Drawing**  
Emphasis on original solutions to drawing problems in various media. Prerequisite: Art 214 or consent of instructor. Six studio hours per week.
- 315 Advanced Design**  
An exploration of advanced techniques of design theory and application. Emphasis will be given to problems requiring practical and aesthetic solutions. Prerequisite: Art 112. Six laboratory hours. Not considered a studio course.
- 316 Graphics II**  
This course will emphasize the flat-surface methods of creating printed images. Serigraphy, or silk-screen, as well as means of offset production will be explored.
- 321 Art in the Elementary School**  
A course designed to meet the needs of elementary teachers. A study of studio methods applicable to the elementary grades, and a survey of recent thinking with regard to art programs at that level. Combined lecture and laboratory.
- 360 Seminar in Modern Art**  
An investigation of the art of the last two hundred years as a means of understanding contemporary movements. The study of criticism and theory will be integral to the chronological analysis of art works. Some background in art history is recommended.
- 380, 480 Advanced Studies in Art**  
This course will be a coordinated seminar of independent projects dealing

with advanced problems in various media areas. Specific objectives and responsibilities will be student formulated at the beginning of the course and pursued within the framework of the elected medium. Prerequisites: both levels of the medium chosen plus instructor's approval.

(NOTE: sections of 380/480: A. Painting  
B. Graphics  
C. Drawing  
D. Sculpture  
E. Design  
F. Art history)

**410 Senior Seminar in Art**

An independent project or projects based on skills and insights gained in previous studio work. The medium or media are student selected. Offered once a year for art majors in their senior year. Six studio hours.

**199, 299 Guided Independent Study in Art  
399, 499**

## English

*Professors Bennett, White; Associate Professor Bayes; Assistant Professor Jones (Chairman)*

### Major in English

The English major provides a concentration in humane learning as an end in itself. It also prepares students for entry into graduate studies in English or for admission to professional studies in law, social services, and theology. When the necessary sciences are also studied it prepares students for admission to schools of medicine and dentistry. Governmental and business agencies desire English majors for executive training. With selection of prescribed courses, an English major leads to teacher certification.

English majors are encouraged to elect courses in the fine arts, religion and philosophy, other humanities areas, and from history and the social sciences. All electives will be chosen in consultation with the major adviser.

English majors will select at least two introductory 200-level literature courses, usually in the freshman or sophomore year. No more than two of these courses may be counted for credit on the major, and these will be prerequisite to other courses in the major. Each major will normally take in sequence five "core" courses: English 301, 302, and 303 in the junior year; and English 401 and 402 in the senior year. In addition to these, each major will elect at least five other English courses from the 300-400 level curriculum. One literature course above the 204 level may be counted among these electives.



English majors are required to show competence in one foreign language. English majors considering graduate study should meet their language requirement in either French or German, and should give at least one year of study to the other.

## Courses in English

- |            |  |              |
|------------|--|--------------|
| <b>215</b> | <b>Creative Writing</b>  | <b>3 hpw</b> |
|            | Training and practice in the writing of verse, prose, fiction, and drama. Prerequisite: Two literature courses on the 200-level or consent of the instructor.  |              |
| <b>301</b> | <b>Shakespeare</b>   | <b>3 hpw</b> |
|            | A study of the major histories, comedies, and tragedies of Shakespeare against the background of the English Renaissance. Particular emphasis will be placed on the variety of critical approaches possible in a study of Shakespeare. Prerequisite: Junior standing or consent of the instructor. |              |
| <b>302</b> | <b>Chaucer</b>   | <b>3 hpw</b> |
|            | A detailed examination of <i>The Canterbury Tales</i> in the context of medieval aesthetics and literary forms. Recordings will be used to introduce the student to the sounds and structure of Chaucer's language. Prerequisite: English 301 or consent of the instructor.                        |              |
| <b>303</b> | <b>Aspects of the English Language</b>   | <b>3 hpw</b> |
|            | An introduction to the nature of language, with emphasis on contemporary approaches to the structure of the English language. Prerequisite: Junior standing or consent of the instructor.  |              |
| <b>308</b> | <b>Victorian Literature</b>  | <b>3 hpw</b> |
|            | A study of the major poets and essayists of Victorian England. Prerequisite: Junior standing or consent of the instructor.   |              |
| <b>310</b> | <b>Modern British and American Poetry</b>  | <b>3 hpw</b> |
|            | Readings from a wide selection of modern British and American poets. Special attention will be given to Gerard Manley Hopkins, William Butler Yeats, Robert Frost, T. S. Eliot, Ezra Pound, and William Carlos Williams. Prerequisite: Junior standing or consent of the instructor.               |              |
| <b>311</b> | <b>American Renaissance</b>  | <b>3 hpw</b> |
|            | A study of the literature of the American Renaissance, with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: Junior standing or consent of the instructor.   |              |
| <b>312</b> | <b>American Fiction of the 20th Century</b>  | <b>3 hpw</b> |
|            | A study of representative American fiction of the 20th century. Analysis of novels by such writers as Norris, Dreiser, Lewis, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, Warren, Bellow, and Malamud. Prerequisite: Junior standing or consent of the instructor.                         |              |

- 313 The Art of Teaching English 3 hpw**  
A study of the art and methodology of teaching English literature and language, including brief teaching experience in a secondary school. Not offered for credit toward the English major. Required for Class A Teacher's Certificate in North Carolina.
- 314 Poetry and Non-Shakespearean Drama of the English Renaissance 3 hpw**  
An examination of major poets and dramatists of the English Renaissance excluding Shakespeare. The course will focus on Spenser, Donne, and the Jacobean dramatists. Prerequisite: Junior standing or consent of the instructor.
- 316 The English Novel 3 hpw**  
Representative works of the principal novelists in the English tradition. Analysis of novels by such writers as Fielding, Austen, Dickens, Hardy, Conrad, Virginia Woolf, Joyce, and Greene. Prerequisite: Junior standing or consent of the instructor.
- 317 Literature of the Romantic Period 3 hpw**  
A study of the chief poets and critics of English Romanticism. Prerequisite: Junior standing or consent of the instructor.
- 333 Journalism: Editing 3 hpw**  
A practical and theoretical study in editing newspapers and magazines, including examination of problems in editing for radio and television. Prerequisite: Typing ability and consent of instructor. Seniors will have preference.
- 401 Milton 3 hpw**  
Intensive reading of Milton's poetry with major emphasis on *Paradise Lost* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: English 302 or consent of the instructor.
- 402 Senior Seminar 3 hpw**  
A study in depth of selected topics in English. Prerequisite: English 302 or consent of the instructor.
- 415 Advanced Creative Writing 3 hpw**  
Practice in writing and criticism on one or more genres directed at the professional level concluding with a book-length manuscript. Parallel readings in contemporary criticism. Prerequisites: English 215 and consent of the instructor. Seniors will have preference.
- 190, 290 Special Studies in English**  
390, 490
- 199, 299 Guided Independent Study in English**  
399, 499

# Foreign Languages

*Associate Professors Geffert (Chairman), Neylans; Assistant Professor Loftus.*

The French, German, and Spanish 111, 112, 213 courses are the equivalent of the usual two-year elementary and intermediate offerings.

## Major in Modern Languages

The modern language major requires at least 213, 322 in each of two modern foreign languages; a course in Linguistics; and at least four additional courses in 300-400 level foreign language literature courses, in 300-400 level language courses, or in a combination of 300-400 level foreign language literature and/or language courses.

## Major in French

The French major consists of 8 French courses above the 100 level usually including 213, 322 or 331, 341, 342 and at least three other French courses on the 300 — 400 level; a course in linguistics; and at least two courses in a second foreign language. With proper courses in education this program will provide for teacher certification.

## Courses in French

<b>111, 112</b>	<b>French Language I, II</b>	<b>5 hpw</b>
	An intensive course, including an introduction to the structure and function of the language, gives the student a basic knowledge of the oral, aural, reading and writing aspects of French.	
<b>213</b>	<b>French Language III</b>	<b>4 hpw</b>
	This course complements French 111, 112 by deepening and reinforcing an understanding of the formal structures of the language. Prerequisites: French 112 or advanced placement.	
<b>322</b>	<b>Advanced Composition and Conversation</b>	<b>4 hpw</b>
	Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: French 213 or permission of the French faculty.	
<b>331</b>	<b>French Culture and Civilization</b>	<b>4 hpw</b>
	An introduction to French history, art and literature from the Middle Ages to the present, with emphasis on contemporary French and its influence in North America, Africa, and Asia. Prerequisites: French 213 or permission of the French faculty.	
<b>341</b>	<b>French Literature: Middle Ages to the 17th Century</b>	<b>4 hpw</b>
	An introduction to French literature from the Middle Ages to the 17th century,	

presenting the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

**342 French Literature: 18th Century to the Present 4 hpw**

An introduction to French literature from the 18th century to the present, emphasizing the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

**421 Advanced French Literature (A,B,C,D,E,F) 4 hpw**

Presupposing a broad, general knowledge of the evolution of French literature from the Middle Ages to the present, this course considers particular authors, groups, themes or genres having a significant impact on French literature. The content of the course will vary, on a rotating basis, over a three-year period. Prerequisites: French 341, 342; or permission of the French faculty.

**190, 290 Special Studies in French**  
**390, 490**

**199, 299 Guided Independent Study in French**  
**399, 499**

## **Courses in German**

**111, 112 German Language I, II 5 hpw**

An intensive course, including an introduction to the structure and function of the language, gives the student a basic knowledge of the oral, aural, reading and writing aspects of German.

**213 German Language III 4 hpw**

This course complements German 111, 112 by deepening and reinforcing an understanding of the formal structures of the language. Prerequisites: German 112 or advanced placement.

**322 Advanced Composition and Conversation 4 hpw**

Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: German 213 or permission of the German faculty.

**331 German Culture and Civilization 4 hpw**

An introduction to German history, art and literature from the Middle Ages to the present, with emphasis on contemporary German and its influence in North America. Prerequisites: German 213 or permission of the German faculty.

**190, 290 Special Studies in German**  
**390, 490**

**199, 299 Guided Independent Study in German**  
**399, 499**



## Courses in Spanish

- 111, 112 Spanish Language I, II** **5 hpw**  
This intensive language course, including an introduction to the theory behind the structure and function of the language will give the student a basic knowledge of the oral, aural, reading and writing aspects of Spanish.
- 213 Spanish Language III** **4 hpw**  
This course complements Spanish 111, 112 by deepening and reinforcing an understanding of the formal structures of the language. Prerequisites: Spanish 112 or advanced placement by the Spanish faculty.
- 322 Advanced Composition and Conversation** **4 hpw**  
Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: Spanish 213 or permission of the Spanish faculty.
- 331 Spanish Culture and Civilization** **4 hpw**  
An introduction to Spanish history, art and literature from the Middle Ages to the present, with emphasis on contemporary Spanish and its influence in North and South America. Prerequisites: Spanish 213 or permission of the Spanish faculty.
- 190, 290 Special Studies in Spanish**  
**390, 490**
- 199, 299 Guided Independent Study in Spanish**  
**399, 499**

## Courses in Greek (*Not offered in 1976-77*)

- 101-102 Elementary Greek** **4 hpw**  
Grammar, syntax, pronunciation, and translation. During second term selected readings from Classical Greek and Koine. Assigned readings in English or Greek history and literature.
- 201-202 Intermediate Greek** **4 hpw**  
Translations from Homer's *Iliad*, Xenophon's *Anabasis*, and other Classical Greek literature, and from the Gospel of John. Assigned readings in English in Greek culture and literature. Prerequisite: Greek 101-102 or the equivalent.

## Courses in Hebrew (*Not offered in 1976-77*)

- 101-102 Introduction to Comparative Semitics** **4 hpw**  
Using Hebrew and Aramaic as models, this course serves as an introduction to the comparative study of Semitic languages, and prepares the student to do special studies in Old Testament. Prerequisite: Permission of the instructor.

## Courses in Language

### 151 Introduction to the Structure and Analysis of Language

In this course the student will be introduced to the major approaches to an understanding of language structures: phonetics, phonemics, morphophonemics, and morphology, with a series of practical exercises in a wide variety of languages. The course will conclude with a consideration of English syntax and grammatical systems, including transformational grammar.

### 313 Modern Foreign Languages in the High School

4 hpw

A study of methods, materials, and problems of teaching modern languages in the high school. Required for teacher certification. Does not count as a major course in French or Modern Languages. Normally offered as a part of the internship semester.

## Literature

*The faculty are from the English and Foreign Languages Programs.*

### Major in Literature

The literature major consists of two of the following literature courses: 201, 202, 204; French, German, or Spanish 111, 112, 213; and eight literature courses in English, French, German, or Spanish, or foreign literature in translation, at least seven of which must be at the 300-400 level. If appropriate, a course in literature in translation will carry the corresponding number of the foreign language course. It is assumed that a literature major will be interested in exploring a wide range of these literatures.

In recent years literature courses have included special studies ranging from medieval French literature, Cervantes, and classical German drama to contemporary French fiction, Hesse and Mann, and contemporary Latin American literature. Specific programs will be decided upon by the student and his advisor.

## Courses in Literature

### 201 Introduction to Poetry

3 hpw

A critical study of a wide selection of poetry drawn primarily from Western European and American traditions.

### 202 Introduction to Prose Fiction

3 hpw

A critical study of a wide selection of short prose fiction in English drawn primarily from Western European and American traditions.

- 204 Introduction to Drama** **3 hpw**  
 A critical study of a wide selection of dramatic literature in English drawn primarily from Western European and American traditions.
- 205 Literary Interpretation**  
 See Religion 205
- 251 Black American Literature** **3 hpw**  
 The mind and spirit of the American Negro as expressed in his literary art. Works by 20th century black Americans such as W. E. B. DuBois, James Weldon Johnson, Claude McKay, Jean Toomer, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, Melvin B. Tolson, Gwendolyn Brooks, LeRoi Jones, and Don L. Lee.
- 252 American Indian Literature** **3 hpw**  
 A study of American Indian literature in its cultural context. Works studied include myths, legends, tales, songs and sacred chants from the oral literature as well as recent works of fiction by and about American Indians.
- 309 Modern Novel** **3 hpw**  
 A study of representative novels of the 20th century. Analysis of novels by Lagerkvist, Gide, Mauriac, Camus, Bernanos, Silone, Paton, Unamuno, and Greene. Prerequisite: Junior standing or consent of the instructor.
- 190, 290 Special Studies in Literature**  
**390, 490**  
**199, 299 Guided Independent Study in Literature**  
**399, 499**



# Music

*Professors Cobb (Chairman), Horn, and Rogers; Associate Professors Wilkins and Williams*

Requirements for entrance and graduation conform to the standards of the National Association of Schools of Music, of which the Music Program is an institutional member. Any applicant for admission to St. Andrews planning a major in music for a Bachelor of Arts degree or seeking a Bachelor of Music degree is encouraged to make application to the Chairman of the Music Program to arrange an audition in the year preceding entrance to the College. If this is impossible, the student may audition by tape or during the first week of the term upon entering the College. The audition is necessary before admission to the program.

## **Major in Music (Bachelor of Arts degree)**

The requirements for a Bachelor of Arts degree with a major in music are: the full college core program, Music 101, 102, 205, 206, 305, 306, 407, 408, six terms of study in a major applied area, and a major choral or instrumental ensemble for credit each semester.

## **Major in Music (Bachelor of Music degree)**

The requirements for all Bachelor of Music major programs are: St. Andrews Studies 101-102, 201-202, two to four terms of physical education, Music 101, 102, 205, 206, 305, 306, 404, 407, eight regular terms of a major applied area (seven for Music Education Majors), a major choral or instrumental ensemble for credit each semester of residence, and the following requirements in special areas:

Church Music with Organ Emphasis: Music 351, 353, 355, 408, 453, and 454; two terms of secondary piano, four terms of secondary voice, and Theatre 203.

Church Music with Voice Emphasis: Music 351, 353, 355, 408, 455, and 456; two terms of secondary piano and four terms of secondary organ; Theatre 203; French 111 and German 111.

Music Education: Music 256, 258, 353, and 354, sophomore level piano proficiency for instrumental and vocal emphasis, four terms of secondary voice for piano or organ emphasis, two terms of secondary voice for instrumental emphasis, STMS 101, 102, Psychology 303, Education 202, 315, 401, and 420-421.

Organ: Music 351, 453, 454 and 408, intermediate level of either French or German, two terms of piano, and accompanying for at least two terms.

Piano: Music 451, 452, 408, and accompanying for at least two terms.



Voice: Music 455, 456, and 408, sophomore level piano proficiency, Theatre 203; French 111 and German 111.

## **Recitals and Public Performance**

Music students are encouraged to give public performances contingent upon the student's musical development. A music major must obtain permission from his applied teacher for all public performances, solo or ensemble, and for outside music employment where he will in any way represent the St. Andrews music program.

Each week, a laboratory-recital is held in which all students studying music are given an opportunity to gain experience in public performance. Except for first-term freshmen, music majors are required to perform in at least one of these recitals each term in each major applied area studied.

All candidates for the Bachelor of Music degree are required to give a recital in the senior year. Church music, organ, piano, instrumental and voice majors whose work is of high quality may apply for permission to give a half recital in the junior year at the discretion of the applied teacher. As in the case of any solo performance sponsored by the Division, a student must pass a jury exam given before the entire music faculty at least one month prior to the recital date. Appropriate forms must be completed.

## **Recital Attendance Requirements**

Regular attendance at recitals and concerts is an integral part of applied music study and will be required of all music majors. When absences from recitals and concerts indicate a serious lack of commitment to music performance, the student will be involuntarily withdrawn from his applied study after a formal warning from the Dean of the College.

## **General Music Courses**

The following courses are especially designed for students not majoring in music. Non-majors are also welcome to study applied music for course credit or audit. Voice Class, Woodwind and String Methods, Brass and Percussion Methods and Ensembles carry no special fee, but all private lessons in organ, piano, voice or orchestra instruments are subject to the special fee schedule published in the cost section of this catalog. Students enrolling in private lessons must contact the instructor prior to registration. All other music courses are open to all students with permission of the instructor.

<b>100</b>	<b>Music Fundamentals, Class Piano and Guitar</b>	<b>4 hpw</b>
	This course is designed for the non-music major who wishes to gain an understanding of the basic fundamentals of music theory and the application	

of this knowledge in performing skills in piano and guitar. The course may serve as preparation for further study in music such as upper level history, theory, or literature courses, or private lessons in voice or instruments, as reinforcement for students, in teacher training programs, as a means of strengthening the background of music students with deficiencies, and in other ways.

**251      The Enjoyment of Music (Music Appreciation)      4 hpw**

A basic course in the development of perception in listening to music for enjoyment; designed for the non-music major.

**253, 254      Voice Class      3 hpw**

A basic course in vocal development and musicianship for non-music majors and beginning students in voice.

**334      Folk and Ethnic Music of the World's Peoples      4 hpw**

An introduction to Ethnomusicology with emphasis on African, native American, Eastern European, and Asian music. Attention is given to cross-cultural quantitative analysis of traditional singing styles in their social and cultural contexts, as well as folk instrumentation and acculturation theory. The ability to read music is not required. (Also offered as Anthropology 334)

**351      Music in Worship      4 hpw**

A study of the involvement of music in the Christian service of worship and total program of the local church, including examination of traditional liturgies and contemporary developments. Of primary concern is the development of a philosophy of music in worship.

### Studies in the Structure and Styles of Music

Studies in the Structure and Styles of Music is an interdisciplinary music program required of all music majors. The program combines studies in music theory, form analysis, counterpoint, orchestration, and music history. Drill in ear-training, sightsinging, keyboard, written harmony and counterpoint, and opportunities for creative composition are essential aspects of the program.



- 101, 102 Freshman Year: Fundamentals of the Structure of Music** **5 hpw**  
 The establishing of a foundation in music studies through the study of basic properties and notation of rhythm and pitch, tonality, formal characteristics of melody, the combination of melodies in the rudiments of counterpoint, chord structure and function from basic triads through secondary dominants and tonality change (modulation).
- 205, 206 Advanced Studies in the Structure and Styles of Music** **5 hpw**  
 This course is a continuation of Music 101-102, emphasizing the study of chromaticism, altered chords, advanced modulation and more complex rhythmic structures in music. During the final term, special attention will be given to the study of post-romantic and 20th-century materials and techniques. Prerequisite: Music 101-102.
- 305, 306 Structure and Styles — Historical Survey** **5 hpw**  
 A survey of the history of music, with studies of selected representative composers and works of the significant historical periods in music through extended use of recordings and scores. Prerequisite: Music 205-206 or consent of instructor.
- 407 The Analysis of Form in Music** **5 hpw**  
 Concentrated study of form in music from the smallest elements (motives, phrases and period structure) through the large homophonic and contrapuntal forms. Emphasis on development of formal structure will be closely related to historical chronology beginning with the Renaissance and moving to contemporary adaptation and creation of new forms.
- 408 Counterpoint** **4 hpw**  
 Introduction to and development of minimal skills in 16th century contrapuntal practice, followed by concentrated studies in the 18th-century style of baroque counterpoint: analysis, singing and aural development will be correlated with written work.

## Music Education

- 256 Woodwind and String Methods** **4 hpw**  
 A course designed to give students a working knowledge of woodwinds and strings and of the methods and materials for teaching beginners. Experiences in orchestration and arranging will be stressed. Open to all students.
- 258 Brass and Percussion Methods** **4 hpw**  
 A course designed to give students a working knowledge of brass and percussion instruments and of the methods and materials for teaching beginners. Experiences in orchestration and arranging will be stressed. Open to all students.
- 353 Music in the Elementary School** **5 hpw**  
 A study of the fundamentals of music and the methods and materials for teaching music in elementary school. This course is designed for music education majors and for elementary education majors in accordance with the

requirements of the state of North Carolina. The class will organize into sections according to musical development, working together at least one meeting per week in examination of current classroom materials.

**354 Music in the Secondary School 4 hpw**

A study of the methods and materials of music in junior and senior high school. Emphasis also given to instrumental and choral conducting and rehearsal techniques for the secondary school.

## **Music Pedagogy and Repertoire**

**355 Choral Literature 4 hpw**

A study of sacred and secular choral literature from the Renaissance through the 20th century.

**404 Conducting and Orchestration 5 hpw**

A practical study of choral and instrumental conducting, with experiences in arranging and orchestration with choral and instrumental groups.

**451, 452 Piano Pedagogy and Literature 4 hpw**

A study of the materials and methods of piano literature and teaching techniques. Lectures on materials and supervised practice teaching.

**453 Organ Literature and Pedagogy 4 hpw**

A general survey of the history, construction, and literature of the organ. Special emphasis is placed on registration, modern teaching materials, and the organ music of J. S. Bach.

**454 Service Playing 4 hpw**

Organization and performance of the church service from the organist's point of view. Special attention is given to hymn playing, modulation, simple improvisation, the accompaniment of anthems and sacred solos, and the planning of the service as a complete unity.

**455, 456 Voice Pedagogy and Literature 3 hpw**

A study of the methods of solo voice techniques for studio and class teaching, and a study of solo voice literature from Elizabethan song through the 20th century.

**190, 290 Special Studies in Music  
390, 490**

**199, 299 Guided Independent Study in Music  
399, 499**

## **Applied Music**

Applied music study is open to all students of the college at the special fee scale listed in the costs section of this catalog. When two applied areas are listed concurrently, the first area listed is the major and the second area the secondary.



Credit in applied music is granted by examination at the end of each term with the standard of performance determined by the applied music faculty. Course credit for applied study requires an hour lesson per week. Non-majors may enroll in applied music without credit for either an hour or a half-hour lesson per week. Examination is required only for course credit. Non-majors consult with the applied teacher prior to enrollment.

- 0 Preparatory (non-credit)
- 1 first year of primary study
- 2 second year of primary study
- 3 third year of primary study
- 4 fourth year of primary study

*Numerals 0-4, above, designate achievement level. They are used in combination with two-digit listing below to indicate the achievement level in applied music; e.g., first year piano study is 111, 112; second year piano study is 211, 212.*

- 11, 12 Piano
- 13, 14 Piano-Organ
- 15, 16 Piano-Voice
- 17, 18 Piano-Orchestra Instrument

All students enrolled in 111-118 for credit will meet for piano ensemble each week. All students with piano emphasis will meet piano class weekly.

- 21, 22 Organ
- 23, 24 Organ-Piano
- 25, 26 Organ-Voice
- 27, 28 Organ-Orchestra Instrument

- 31, 32 Voice
- 33, 34 Voice-Piano
- 35, 36 Voice-Organ
- 37, 38 Voice-Orchestra Instrument

All students enrolled in 131-138 for credit will meet an additional two hours per week for the study of voice diction: phonetics and their use in pronunciation of Italian, German, and French vocal literature.

- 41, 42 Orchestra Instrument
- 43, 44 Orchestra Instrument-Piano
- 45, 46 Orchestra Instrument-Organ
- 47, 48 Orchestra Instrument-Voice

## Ensembles

Ensembles are open to all students of the College. Students enrolled in performing organizations are required to participate in all performances of such organizations. Offered each fall and spring term, ensembles carry one course credit upon completion of four terms of ensemble work.

### 051 Choral Ensembles

The director of choral music interviews students wishing to enroll in a choral ensemble and assigns students to appropriate ensembles.

#### St. Andrews College Choir

4 hpw

The St. Andrews College Choir has achieved high distinction for its musicianship and professional conduct on its annual tours of the United States and its

tours of Great Britain and Europe in 1971 and 1974. All students admitted to membership are expected to enroll for the fall and spring terms of the academic year and are expected to maintain a minimum cumulative grade average of 2.0.

**St. Andrews Chorale**

**2 hpw**

A choral experience open to all students when enrollment is sufficient.

**St. Andrews Chamber Singers**

**3 hpw**

A small vocal ensemble specializing in the performance of Renaissance and Contemporary vocal chamber music. Performances given on and off campus throughout the year.

**052 Instrumental Ensembles**

Instrumental ensembles such as strings, brass, woodwinds, jazz, recorder, etc. are organized each semester according to available players. Interested students should contact the music program chairman.

**054 Opera Theatre**

**2 hpw**

Opera Theatre is an ensemble course in which students study and prepare for performance scenes from opera and other music theatre. The course utilizes the close relationship of the music and theatre programs within the Division through consultation, guest lecturing, and use of equipment.



# Philosophy

*Professor Alexander; Associate Professor Crossley; Assistant Professors Ludlow, Prust (Chairman)*

## Major in Philosophy

Requirements for the major include 12 courses in philosophy. At least eight courses must be 300-400 level courses. For a student planning graduate work in philosophy the following courses are recommended: Philosophy 210, 301, 302, 303, 304, 312, 401, and 407.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

## Major in Religion and Philosophy

Requirements for the joint major in religion and philosophy are determined for each applicant by an agreement approved by the division. The student, aided by a faculty adviser, will design a major program mutually acceptable to the student and the division. The program should include at least eight courses on the 300-400 level. The student is encouraged to include courses in other departments. The joint major in religion and philosophy is recommended for students who do not intend to pursue graduate studies in the disciplines.

## Courses in Philosophy

Courses on the 100-200 level are open to first and second year students. Courses on the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

<b>100</b>	<b>Introduction to Philosophy</b>	<b>3 hpw</b>
	Consideration of basic problems of philosophy, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as a first course in philosophy.	
<b>210</b>	<b>Introduction to Logic</b>	<b>3 hpw</b>
	A study of traditional and Aristotelean logical structures and categories, including the necessary components of an argument, analyses of arguments presented in ordinary language, recognition of arguments containing informal fallacies, and inductive or inferential processes.	
<b>212</b>	<b>Ethics</b>	<b>3 hpw</b>
	An evaluation of historical alternatives which confront people today: the meaning of such categories as right and wrong, good and evil, and justice and injustice.	

## 213      Aesthetics

**3 hpw**

A critical examination of what men have considered beautiful and perceptually satisfying or pleasing. The course involves a historical study of the norms used to evaluate the beautiful as well as a systematic study of the relation of beauty to reality, to the beholder, and to the artist.

## 214      Philosophy of Religion

**3 hpw**

A survey of the various philosophical investigations of religious experience and truth claims. Rational, empirical, existential, and analytic approaches will be explored for their answers to a number of problems, such as the basis for religious truth claims, the relationship of religious truth to historical and scientific truth, the validity of arguments for the existence and nature of God, and the difference between Eastern and Western religious thought.

215      **Philosophy of Science**

3 hpw

A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts and aims. The course also examines assumptions about the nature of man, including the indeterminant aspects of man's participation in and knowledge of the world. Recommended for students in the social and natural sciences and students in the humanistic disciplines who wish to reflect upon the scientific enterprise.

216      **Existentialism**

**3 hpw**

The philosophy of existence, studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Existentialism in its influence in political theory, literature, and the fine arts is also treated.

## 301 The Beginnings of Philosophy

**4 hpw**

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.

## 302 Jewish, Christian and Islamic Philosophy

4 hpw

A study of philosophy as created by Jewish, Christian, and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contributions of such men as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.

303      **Modern Philosophy and the Scientific Revolutions**

4 h pw

A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and man. The course concentrates on the major figures from Descartes to Kant.

## 304 Recent Philosophy and the Social Revolutions

4 hpw

A study of the development of thought from Kant to Hegel and of the varieties of reaction to Hegelianism, including Kierkegaard, Nietzsche, and Marx. Some consideration will be given to other nineteenth century philosophers.

<b>311</b>	<b>Advanced Logic</b>	<b>4 hpw</b>
	A study of the modern developments in logic which extend the formal structures to include not only categorical sentences and syllogistic forms but also truth-functional logic and quantificational symbol systems. Prerequisite: Philosophy 210.	
<b>312</b>	<b>Studies in Buddhism</b>	<b>4 hpw</b>
	An investigation of selected areas of the Buddhist tradition, with emphasis on Buddhist responses to intellectual and institutional changes in the modern world. (Also offered as Religion 312.)	
<b>401</b>	<b>Contemporary Philosophy of Language Analysis</b>	<b>4 hpw</b>
	An investigation of the various schools of language analysis which have developed in this century. Russell, Wittgenstein, the logical positivists, G. E. Moore, and such contemporary thinkers as Austin, Strawson, and Ryle will be considered.	
<b>403</b>	<b>Phenomenology</b>	<b>4 hpw</b>
	An examination of the origins of this influential contemporary philosophy in Husserl and a study of its development in other contemporary thinkers such as Max Scheler, Maurice Merleau-Ponty, Erwin Straus, Paul Ricoeur, and John Wild.	
<b>404</b>	<b>American Philosophy</b>	<b>4 hpw</b>
	An investigation of American contributions to philosophy. Emphasis upon the works of James, Royce, Santayana, Whitehead, and Dewey.	
<b>406</b>	<b>Advanced Problems in Philosophy</b>	<b>4 hpw</b>
	A critical examination of current philosophic problems and their historical antecedents, with special attention given to the students' abilities to face these problems creatively and imaginatively. Prerequisite: senior standing.	
<b>407</b>	<b>Studies in Hinduism</b>	<b>4 hpw</b>
	An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. (Also offered as Religion 407.)	
<b>190, 290 390, 490</b>	<b>Special Studies in Philosophy</b>	
<b>199, 299 399, 499</b>	<b>Guided Independent Study in Philosophy</b>	



# Religion

*Professor Bullock (Chairman); Associate Professor Crossley; Instructor Paul.*

## Major in Religion

Requirements for the major in religion include 12 courses, of which seven are required (three in biblical studies, two in history of religions, and two in theology and ethics) plus five electives. At least eight courses must be 300-400 level courses. The following options are available for meeting these requirements in whole or in part:

- (A) A contract major in religion in which the student, aided by a faculty adviser, designs a major program acceptable to the student and the religion faculty.
- (B) A pre-graduate school core program in which the student completes four reading courses in the field of religion during the four terms of the sophomore and junior years. These courses are designed by the religion faculty and prescribe reading lists of increasing depth each term, on which the student is examined. The religion faculty is available for conferences with the student in any given term. These four reading courses will count as two 200-level and two 300-level courses.
- (C) A senior research program. After completing six courses, prior to the senior year, a student with senior standing may elect to combine two Guided Independent Studies in the fall term and two in the spring term under the direction of one religion professor. The student is given a comprehensive reading list in the selected area for research. The student will submit a preliminary paper at the end of the fall term for grading purposes, and will take a comprehensive written and oral examination at the end of the spring term. The student's major will be identified as "Religion Major with Special Emphasis in \_\_\_\_\_"
- (D) The pre-graduate school core program and senior research program may be combined in a three-year program.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

## Major in Religion and Philosophy

(Described in Philosophy program, pp. 65-67.)

## Courses in Religion

Courses on the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

- |            |  |              |
|------------|--|--------------|
| <b>103</b> | <b>Introduction to the Study of Religion</b>   | <b>3 hpw</b> |
|            | An introduction to the fields and methodologies in the study of religion. Descriptions and interpretations of the religious dimensions of human life will be examined in the context of liberal learning.  |              |
| <b>105</b> | <b>Understanding the Bible</b>   | <b>3 hpw</b> |
|            | An introduction to major themes and ideas of the Old and New Testaments in their historical context. Offered primarily for non-majors who want a general course in Biblical study.   |              |
| <b>205</b> | <b>Literary Interpretation (Not offered in 1976-77)</b>  | <b>3 hpw</b> |
|            | An introduction to methods for determining what an author actually wrote, what sources he drew on, and the significance of the literary forms he used. Part of the course will involve the use of the computer for linguistic and literary analysis. Prerequisites: Selected Topics in Modern Science 101-102, St. Andrews Studies 101, 102. |              |
| <b>206</b> | <b>The Old Testament World</b>   | <b>3 hpw</b> |
|            | A study of the East Mediterranean coastlands during the Iron Age and including the Hellenistic Period. The course will examine the geographical, technological, literary, and cultural developments of this 1,000 year span in which many of the Western world's most significant characteristics were initially formulated.                 |              |
| <b>208</b> | <b>Religious Traditions of the Middle East</b>   | <b>3 hpw</b> |
|            | A comparative study of Islam and Judaism, their origins, developments, interactions, and contemporary situations. Special attention is given to fundamental concepts, values and institutions.   |              |
| <b>210</b> | <b>Religious Traditions of East Asia</b>   | <b>3 hpw</b> |
|            | A study of the major religions of China and Japan. Special attention is given to interactions of Confucian, Taoist, Shinto, and Buddhist traditions.   |              |
| <b>212</b> | <b>Theology of the Reformation</b>   | <b>3 hpw</b> |
|            | A study of the formative period of Protestantism by examination of the writings of Luther, Calvin, Hooker, etc. Major Protestant doctrines, their relationship to Catholic formulations, and their relationship to subsequent Protestant thought since the Reformation will be considered.   |              |
| <b>213</b> | <b>Christian Ethics and Contemporary Social Problems</b>   | <b>3 hpw</b> |
|            | An investigation of the presuppositions of Christian faith and its applications to life. Possible areas of treatment: the new morality and social conscience; work and leisure; affluence and poverty; urbanism, industrialism, and secularism; the church and power structures; and race and the Christian conscience.                      |              |

- 301 Luke-Acts 4 hpw**  
A study of the two-volume New Testament work which deals with the origin and development of the Christian church. The course will focus on the theology of the author as it is expressed in both form and content.
- 304 The Biblical Prophets 4 hpw**  
An examination of the roots and development of the concern of Biblical religious faith with society. This course will focus on the Old Testament prophets.
- 306 Religious Thought of America 4 hpw**  
An investigation of selected movements, men, and ideas that have contributed significantly to the development of American religious traditions.
- 312 Studies in Buddhism 4 hpw**  
An investigation of selected areas of the Buddhist tradition, with emphasis on Buddhist responses to intellectual and institutional changes in the modern world. (Also offered as Philosophy 312.)
- 401 Modern Christian Thought 4 hpw**  
A survey of contemporary trends in Christian thought. The works of such leading 20th century theologians as Barth, Brunner, Bultmann, Niebuhr, Tillich, and Bonhoeffer are studied. The place of the "death of God" theologians is also considered.
- 403 Paul 4 hpw**  
A study of the major ideas of the apostle Paul as these are found in his letters. Particular emphasis will be placed on the doctrines of God, man, and salvation.
- 405 The Fourth Gospel 4 hpw**  
A study of the major themes in John with special emphasis on the author's adaptation to the cultural changes faced by the church in the Hellenistic world. Attention is also given to the first letter of John.
- 407 Studies in Hinduism 4 hpw**  
An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. (Also offered as Philosophy 407.)
- 190, 290 Special Studies in Religion**  
**390, 490**
- 199, 299 Guided Independent Study in Religion**  
**399, 499**

# Theatre

*Associate Professors McDonald (Chairman) and Ford*

## Major in Fine Arts with an Emphasis in Theatre

The fine arts major with an emphasis in theatre includes the following major requirements: nine theatre courses (Theatre 103 or 202, 203, 205, 311, 312, 404, 406, and two electives), Music 251, and one course in art.

Requirements for those students seeking teacher certification in theatre arts are: Theatre 103, 202, 203, 205, 311, 312, 313, 404, 406 and one elective; Psychology 303 or Education 308; and Education 202, 315, 400, and 420-421. The student majoring in this program is encouraged to concentrate the electives in a particular area (English, modern foreign language, social studies, etc.) so that he or she might be qualified to teach in a subject area in addition to theatre. The student is encouraged to take Music 251 and courses in art. An evaluation of the student's work with the Highland Players and an indication of the areas in which the student has demonstrated leadership with the St. Andrews theatre group will be attached to the student's teacher education record.

## Courses in Theatre

### 101 Introduction to the Theatre

The course will follow the evolution of a play from playwright to performance. There will be an introduction to dramatic literature as well as materials related to theatre production. The course will make use of films and studio demonstrations.

### 103 Fundamentals of Speech

A basic introduction to the study of voice and diction, oral interpretation and public speaking.

### 202 Oral Interpretation

An introduction to problems of oral communication with laboratory work in individual projects and readers' theatre.

### 203 Acting I

A basic course that explores acting techniques through laboratory exercises, demonstrations, and public performances.

### 205 Technical Theatre

An introduction to the areas of technical theatre: set construction, costumes, lighting, and properties, Lectures and laboratory.

### 304 Acting II

Projects and performances of one-act plays and scenes from longer plays. Prerequisite: Theatre 203.

- 307 A History of the Motion Picture**  
An introduction to the history of the motion picture with emphasis on the development of techniques of film making. Lectures, film showings, and laboratory.
- 311 History of the Actor**  
A history of the theatre from the Greeks to the moderns with the focus on the actor and the elements (architecture, staging methods, scenery, etc.) that support him as a performing artist.
- 312 Forms and Styles of Dramatic Literature**  
A study of the various styles (Greek, Elizabethan, Neo-Classical, Romantic, Realistic, etc.) of the major forms of drama (tragedy, comedy and melodrama).
- 313 Teaching Theatre in the Schools**  
A study of the art and methodology of teaching theatre, including brief teaching experience in a secondary school.
- 404 Directing**  
Methods and theories of play direction are examined through lectures and experiments. Each student will produce a one-act play as a term project.
- 406 Scene Design**  
A study of the techniques and principles of design. Designing for the proscenium and open stage will be considered.
- 408 Filmmaking**  
An introduction to the techniques of filmmaking including scripting, motion picture photography, editing, sound recording, and lighting. The student will furnish his own film and recording tape. Lecture, discussion and laboratory work.
- 380, 480 Problems in Technical Theatre**  
Directed projects in aspects of technical theatre design and construction (scenery, costumes, lighting, etc.) which will be planned, developed and completed as a part of the production program of the Highland Players.
- 190, 290 Special Studies in Theatre** (e.g. Playwriting, Pantomime  
**390, 490** Puppet Theatre, Experimental Theatre, etc.)
- 199, 299 Guided Independent Study in Theatre**  
**399, 499**



# Division of the Mathematical, Natural, & Health Sciences

***Chairman: Donald G. Barnes***

## **Programs**

Biology  
Chemistry  
Mathematics  
Physics  
Physical Education

## **MAJORS**

Allied Health  
Biology  
Business-Chemistry  
Chemical Physics  
Chemistry  
Mathematics  
Mathematics and Computer Science  
Physical Education  
    Pre-medical  
    Pre-dental  
    Pre-veterinary  
    Pre-paramedical

A variety of careers in the health sciences may be pursued at St. Andrews where students can develop expertise in medically related skills such as electron microscopy, nuclear magnetic resonance spectroscopy, gas chromatography, and radioactive isotope techniques.

Pre-medical and pre-dental students can acquire necessary background for professional training by completing courses in chemistry, biology, physics, and mathematics. Each student is urged to design, with the help of the pre-medical adviser, a course of study which will emphasize the student's areas of interest and also satisfy the entrance requirements of professional schools. Participation in the activities of the Health Club will give students a broad view of the health professions. Pre-medical and pre-dental students are encouraged to arrange winter term internships to obtain early experiences in the medical professions.

Individualized courses of instruction, coupled with a four-year program designed to broaden the student's career options have enabled a majority of qualified graduates to pursue professional training of their choice.

The Allied Health Committee directs courses of study leading to careers in cytotechnology, hospital administration, nursing, radiation therapy, occupational therapy and optometry. Curricula which will provide for completion of precise requirements for entrance into the above professional programs are designed by the student in consultation with the Allied Health Committee. A complete description of the Allied Health Major is described elsewhere (pp. 42).

Medical technology certification and the Bachelor of Science degree is normally conferred after three years of study at St. Andrews and one year of clinical training at an American Medical Association-approved school of medical technology. The three-year program at St. Andrews is designed to meet minimal entrance requirements in the medical technology schools and includes the following courses: Biology 201, 202, 210, 302, 305; Chemistry 201, 202, 303, 304; and Math 115 and 205. Specific schools of medical technology may require additional entrance requirements. St. Andrews has a special cooperative arrangement in the medical technology program with Cape Fear Valley Hospital, Fayetteville, N.C. (Over the past five years students have been accepted into the medical technology programs at Charlotte Memorial Hospital, Duke University, The Medical College of Virginia, The University of North Carolina, Chapel Hill, and The University of Virginia.)

Curricula which prepare for physical therapy certification usually require two or three years of study at St. Andrews and one or two years of training at a school of physical therapy. The completion of the Burris Rehabilitation Center on the campus and the development of programs in paraplegic and quadraplegic education and housing provide a unique experimental environment for the student of physical therapy at St. Andrews. Students interested in physical therapy will be advised by members of the Allied Health Committee.

Courses of study leading to careers in social medicine, cytotechnology, nursing, inhalation therapy, optometry, and veterinary medicine are also available. Curricula which provide for the completion of precise requirements for entrance into the above professional schools are designed by the student in consultation with the Pre-Medical Committee.

# Biology

*Assistant Professors Applegate and Styron (Chairman)*

## Major in Biology

The biology major is designed by the student with the aid of a faculty advisory team. The major requirements therefore consist of a program mutually acceptable to the student and the advisory team. The student program is then approved by the faculty of the Division of the Mathematical, Natural, and Health Sciences. This flexibility enables pre-medical and pre-dental students to construct their major program to meet the requirements of the specific professional schools of their choice. A student intending to go to graduate school in biology or other related fields such as anthropology, sociology, or psychology may also tailor a program to the requirements of a particular school. Programs may also be constructed by the student who plans to teach in secondary schools or enter industry or government. Students who anticipate not using their biological training in graduate or professional studies may elect a series of courses which best meet the needs of their liberal arts education.

## Courses in Biology

- |            |  |              |
|------------|--|--------------|
| <b>201</b> | <b>Organismal Biology</b>  | <b>6 hpw</b> |
|            | A survey of the animal and plant kingdoms with emphasis on morphology, evolutionary relationships, and classification. Lecture: three hours; laboratory: three hours. Prerequisite or co-requisite: Selected Topics in Modern Science 101, 102 or consent of the instructor. Offered each fall term.   |              |
| <b>202</b> | <b>Genetics</b>  | <b>6 hpw</b> |
|            | The principles of heredity at the organismal and molecular level. Topics treated in lecture include Mendelian genetics, cytoplasmic heredity, population genetics and the molecular aspects of mutation and protein synthesis. Lecture: three hours; laboratory: three hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of the instructor. Offered each spring term. |              |
| <b>207</b> | <b>Human Anatomy and Physiology</b>  | <b>6 hpw</b> |
|            | An introduction to human biology covering anatomical structure and function of various systems: skeletal, muscular, digestive, endocrine, nervous, urinary, reproductive and integumentary. Intended for physical education, education, allied health and social science students. Offered in fall term of odd-numbered years. Prerequisite: Biology 201 or consent of the instructor.       |              |
| <b>210</b> | <b>Microbiology</b>  | <b>6 hpw</b> |
|            | A study of microorganisms and their activities. Primarily a laboratory course emphasizing the staining properties and biochemical activities of bacteria, activities of viruses, structure of algae and fungi, immunology, and microbial   |              |

ecology. Lecture topics include population growth, microbial taxonomy, immunology and disease. Offered on alternate year basis beginning in 1975. Prerequisite: Biology 201 or consent of the instructor.

- 302 Cell Physiology 7 hpw**  
A study of the structure, function, and dynamics of living cells with emphasis on the cell environment, bioenergetics, biological pathways, and coordination. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 201, 202 and Chemistry 201, 202. Offered in even-numbered academic years, fall term.
- 305 Embryology 7 hpw**  
Chemical, physical, and morphological aspects of growth and development as exemplified by plants and animals. The concepts and relationships of fertilization, growth, differentiation, morphogenesis, systems control and feedback, and organogenesis are discussed. Lecture-discussion: four hours; laboratory: three hours. Prerequisite: Biology 202 and Chemistry 201 and 202. Recommended: Biology 302 or Chemistry 404. Offered in even-numbered academic years, spring term.
- 307 Environmental Biology 6 hpw**  
An introduction to the basic concepts of environmental biology especially emphasizing population problems, ecosystem dynamics, and the mechanisms of evolutionary development. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 201 or junior standing. Offered each fall term.
- 308 Radiation Biology 7 hpw**  
An introduction to the theory and applications of radiological techniques in biology. Text and lecture will provide a technical and historical background, and students will provide state of the art information through seminars and laboratory projects. Topics included are introduction to radioisotopes, experimental techniques in radioisotope tracer studies, and effects of ionizing radiation on biological material. Offered on an alternate year basis beginning spring 1975. Prerequisites: Biology 307.
- 316 Plant Structure and Function 7 hpw**  
A study of the anatomy and physiology of vascular plants examining the plant cell and its metabolism, anatomy of plant organs, mineral absorption and nutrition, translocation of water and solutes, plant hormones, and reproductive physiology. Offered in odd-numbered academic years, spring term. Prerequisite: Biology 201.
- 407 Functional Vertebrate Anatomy 7 hpw**  
A study of major vertebrate classes focusing on the anatomy, evolution, and function of fishes, amphibians, and mammals. The laboratory involves the dissection of representative vertebrates. Recommended, though not required, for pre-medical, pre-dental, and pre-graduate students. Offered in even-numbered academic years, fall term. Prerequisites, Biology 201, 202.
- 410 Mycology and Plant Pathology 7 hpw**  
A survey of major groups of the fungi emphasizing life history, physiology,

morphology, phylogeny and plant pathology. Special emphasis is placed on the study of organisms used as experimental tools in the study of genetics, hormones and developmental biology. Offered in odd-numbered academic years, fall term. Prerequisite: Biology 201.

**190, 290 Special Studies in Biology**

**390, 490**

**199, 299 Guided Independent Study in Biology**

**399, 499**

## Chemistry

*Professor Miller\**; Associate Professors Barnes, Wetmore (Chairman); Assistant Professor Stephens, Knight

### Major in Chemistry

Courses of study within the Chemistry Program are designed to meet the needs of the individual student. Course requirements for a chemistry major are developed by the student with the chemistry faculty and submitted to the Division of Mathematical, Natural, and Health Sciences for approval. Once approved, successful completion of a course of study satisfies the degree requirements of the Division. The flexibility of the program allows each student to direct the program toward a specific career goal such as medicine; dentistry; law; health, environmental, and industrial science; research; or teaching.

The Chemistry curriculum offers a concept-centered approach that cuts across many traditional divisions of chemistry. In the laboratory, standard experiments and manuals have been replaced by an integrated series of open-ended projects. The basic guidelines for a contract major in Chemistry are: No fewer than 10 courses in the contract, of which at least 5 must be at the 300-400 level; no fewer than 6 chemistry courses, of which at least 4 must be at 300-400 level; no fewer than 4 chemistry laboratories.

### Major in Chemical Physics

The interdisciplinary "contract" major in chemical physics has been designed by the division to open a field of study which is concerned with the fundamental understanding of matter at the molecular level. Generally classed as a theoretical science, chemical physics is interdisciplinary in nature and will appeal to the student who is more interested in the quantitative and mathematical description of molecular behavior than he is in its qualitative and experimental aspects.

\*on leave of absence 1976 to 1978



## Major in Business-Chemistry

The Chemistry Program participates in an interdisciplinary business-chemistry major designed for those with a strong interest in management in technically oriented fields. For major requirements, see the description under the Business Administration Program.

## Courses in Chemistry

**201      Bonding and Structure I      6 hpw**

An introduction to the basic concepts of bonding and structure with emphasis on chemical periodicity and the atomic and molecular orbital theories of chemical bonding. Lecture: three hours; laboratory: three hours (See Laboratory I below). Prerequisite or co-requisite: Selected Topics in Modern Science 101 or consent of the instructor. Offered each fall term.

**202      Chemical Reactions I      6 hpw**

An introductory treatment of organic reactions with emphasis on structure-activity correlations. Lecture: three hours (See Laboratory II below). Prerequisites: Selected Topics in Modern Science 101 or consent of the instructor. Offered each spring term.

\* On leave of absence, 1976-1978.

**205      Environmental Chemistry      3 hpw**

An introduction to energy and energy laws, principles of pollution and its control, air and water pollution, solid wastes, food additives, pesticides, and the health effects of various chemicals. Designed especially for students majoring in environmental studies, health sciences, and the social sciences. Offered fall term of even-numbered academic years.

**301      Bonding and Structure II      4 hpw**

The quantitative aspects of the theories of bonding and structure are emphasized. Molecular orbital theory is used to examine progressively more complex systems. Theoretical and practical aspects of spectroscopy are explored in the determination of molecular structures. Lecture: four hours. Prerequisite: Chemistry 201. Prerequisite or co-requisite: Physics 201. Offered each fall term.

**303      Chemical Reactions II      7 hpw**

An integrated study of organic reactions emphasizing structure, bonding, mechanisms, kinetics, and thermodynamics. Lecture: four hours; laboratory: three hours (See Laboratory III below). Prerequisite: Chemistry 202. Offered each fall term.

**304      Chemical Reactions III      7 hpw**

A treatment of inorganic and organic reactions in solution with emphasis on equilibria calculations and applications to analytical chemistry. Lecture: four hours; laboratory: three hours (See Laboratory IV below). Prerequisite: Chemistry 202. Offered in even-numbered academic years, spring term.

- 306 Thermodynamics and Kinetics I 4 hpw**  
 Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Lecture: four hours. Prerequisite: Chemistry 201. Offered in odd-numbered academic years, fall term.
- 401 Bonding and Structure III 7 hpw**  
 Current techniques of treating chemical bonding will be examined and discussed. The universal simplifying concept of symmetry will be studied and applied to problems of molecular properties, structure and reactions. Lecture: four hours; laboratory: three hours (See Laboratory V below). Prerequisite: Chemistry 301. Offered in even-numbered academic years, spring term.
- 402 Chemical Reactions IV (Biochemistry) 4 hpw**  
 A study of the principles of chemistry as applied to biochemical systems. Lecture: four hours. Prerequisite: Chemistry 202. Offered in even-numbered academic years, fall term.
- 406 Thermodynamics and Kinetics II 7 hpw**  
 Applications of classical thermodynamics are investigated in relation to real gases, phase transitions, solutions and electrolytic solutions. Relationships between the macroscopic and microscopic are noted in the development of statistical mechanical concepts. The current literature is used to study recent developments in molecular kinetics and dynamics. Lecture: four hours; laboratory: three hours (See Laboratory VI below). Prerequisite: Chemistry 306. Prerequisite or co-requisite: Physics 202. Offered spring term of odd-numbered academic years.
- 190, 290 Special Studies in Chemistry**  
**390, 490**
- 199, 299 Guided Independent Study in Chemistry**  
**399, 499**

### **Project-Oriented Laboratories in Chemistry**

#### **Laboratory I**

The identity of unknown compounds are deduced through their spectral properties and derivatives, and selected physical properties of the compounds are measured.

#### **Laboratory II**

A mixture of two liquids is separated. Each component is then subjected to various chemical and physical tests for identification and characterization.

#### **Laboratory III**

A series of short-term research projects.

#### **Laboratory IV**

A coordination compound is synthesized and characterized by structure determination and physical properties.

### **Laboratory V**

An individual research project based on a written proposal approved by the faculty. The results, expected to be of publishable significance, will be presented in a formal scientific paper.

### **Laboratory VI**

An individual research project, often a continuation of Laboratory V.



# Mathematics and Computer Science

*Associate Professors Morgan, Rolland, Somerville (Chairman).*

## Major in Mathematics

The mathematics major consists of 10 courses in mathematics and computer science, including Math 471, one course in computer science, and one course in probability or statistics. Math 207, 208, and 313 cannot be used to satisfy this requirement, and only one of Math 113 and 115 may be used.

Students who expect to pursue graduate study in mathematics are encouraged to take Math 361 and 362 and to obtain a basic reading knowledge of French or German. Those who plan to teach in the secondary schools should take Math 330. Math 313 is required for Class A certification as a secondary teacher of mathematics in the North Carolina schools. At least five of the courses in the major must be at the 300-400 level.

## Major in Mathematics with Concentration in Computer Science

The student who completes four courses in computer science while satisfying the requirements for a mathematics major may have the major designated as Mathematics with Concentration in Computer Science.

## Courses in Mathematics

### 110      **Logic, Proof, and Systems**      3 hpw

This course is designed to give the student insight into mathematics by examining two of its fundamental tools, language and logic. Topics include deductive logic, quantificational logic, valid arguments, strategies of proof, and mathematical and non-mathematical systems. The emphasis is on the logic of structures in mathematics rather than particular mathematical content. The course serves both the general liberal arts student and the student who wishes to continue the study of mathematics.

### 113      **Mathematics for the Social and Behavioral Sciences**      3 hpw

A foundation course with special emphasis on preparation for statistics. Topics include matrices, solutions of linear systems, inequalities, linear programming, and probability.

### 115      **Elementary Functions and Coordinate Geometry**      3 hpw

A foundation course in precalculus mathematics. Topics include real number axioms, absolute value, inequalities, and graphs, as well as polynomial, rational, exponential, logarithmic, and trigonometric functions.

### 121, 122      **Calculus**      4 hpw

A study of differential and integral calculus of the elementary functions of one variable, including techniques and applications, and limits of sequences and

series. Students with a limited knowledge of the material in Math 115 are advised to take Math 115 before Math 121. Prerequisite for Math 121: Permission of the instructor. Prerequisite for Math 122: Math 121.

205      **Statistics**      3 hpw

An introduction to elementary statistical measures, statistical inference, hypothesis testing, probability models, analysis of variance, regression and correlation. Students with limited mathematical competence are advised to take Math 113 before Math 205. Prerequisite: Two years of high school algebra. Offered each spring.

207	The Real Number System and Its Subsystems*	3 hpw
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An axiomatic study of the real number system is developed through investigation of other systems of numeration, the natural numbers, integers, rationals and irrationals. Emphasis will be on underlying concepts and techniques. This course is especially appropriate for elementary education majors. Students who enroll in this course should have had a year each of high school algebra and geometry. Offered each fall.

## 208 Structures of Algebra and Geometry\* 3 hpw

The fundamental structures of elementary algebra and geometry are studied. Various algebraic and geometric systems are investigated. Students will gain experience in developing abstractions, logical deductions, and applications. This course is especially appropriate for elementary education majors. Prerequisite: Math 207.

221	Linear Algebra	3 hpw
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A study of vector spaces, linear independence, linear transformations, the dot product in  $\mathbb{R}^n$ , matrices of linear transformations. Prerequisite: Math 121 or permission of the instructor.

310	<b>Multivariable Calculus</b>	4 hpw
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The algebra of n-space, functions of several variables and their derivatives, directional derivatives, chain rules, extrema problems, multiple integrals, an introduction to line integrals, and Green's Theorem. Prerequisite: Math 122.

## 313 The Teaching of Mathematics\* 3 hpw

A study of principles and objectives of secondary mathematics, general and specific techniques, organization of content and enrichment material including the history of mathematics. Prerequisite: permission of the instructor. Offered each spring.

\*These courses do not count toward mathematics major requirements.

330	Geometry	3 hpw
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A re-examination of geometry from a modern axiomatic viewpoint. The essential content of this course is Euclidean geometry. Prerequisite: permission of the instructor.

## 340 Ordinary Differential Equations 3 hpw

## General and special methods for the solution of linear differential equations



and some special nonlinear ones together with existence and uniqueness theory for first order nonlinear equations including the Cauchy Euler method. The computer may be used to aid in calculations necessary for approximate solutions. Prerequisite: Math 122.

<b>361, 362</b>	<b>Introductory Real Variable Theory</b>	<b>3 hpw</b>
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The real number system, set theory, countability of the rationals and uncountability of the reals, Euclidean spaces, Bolzano-Weierstrass and Heine-Borel Theorems, metric spaces, completeness, continuity, differentiation, the integral series of complex numbers, series of functions and series expansions are investigated. Prerequisite for Math 361: Consent of the instructor. Prerequisite for Math 362: Math 361.

471	<b>Algebraic Structures</b>	3 hpw
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An introduction to the algebraic structure of groups, rings, integral domains, fields, and graphs. Prerequisite: Consent of the instructor.

## Courses in Computer Science

110	Introduction to Computer Science	3 hpw
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A foundation course in computer programming with an introduction to algorithm construction, data structures, computer design and operation, and applications to various areas of study.

202	<b>Artificial Languages</b>	3 hpw
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A study of the fundamental structures of both natural and artificial languages, including formal definitions and specifications of syntax and semantics.

301	<b>Data Structures</b>	3 hpw
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A study of the basic concepts of data organization, including techniques for the storage and processing of information. Prerequisite: Computer Science 202.

302	Operating Systems	3 hpw
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A study of the structure and operation of large multiprogramming computer systems. Prerequisites: Computer Science 202 and 301.

**190, 290 Special Studies in Mathematics and Computer Science**  
**390, 490**

**199, 299 Guided Independent Study in Mathematics and Computer Science**  
**399, 499**

# Physics

Associate Professors Barnes, Rolland

## Major in Chemical Physics

A description of the major is under the Chemistry Program.

## Courses in Physics

### 201, 202 General Physics

6 hpw

Basic concepts in the classical fields of mechanics, heat, sound, light, electricity and magnetism, including introduction to modern physics. Lecture: 3 hpw; laboratory: 1 three-hour. Prerequisite: Math 121. Offered fall and spring of odd academic years.

### 305 Analytical Mechanics

6 hpw

Development of new mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies, harmonic oscillator, and introductory La Grangian and Hamiltonian mechanics. Lecture: 3 hpw; Prerequisites: Physics 202, Math 122.

### 306, 307 Waves and Electromagnetic Fields

6 hpw

Classical analysis of periodic phenomena leads into the treatment of the electromagnetic field by Maxwell's equations. Systems treated include electro-and magnetostatics, electromagnetic waves and their interaction with matter, and radiation. Lecture: 3 hpw; Prerequisites: Physics 202, 305, Math 310.

### 405 Quantum Mechanics

4 hpw

An introduction to fundamentals of quantum mechanics examining wave function, wave equation, operators, representations and perturbation theory. These tools will be applied to relatively simple systems such as the harmonic oscillator and the hydrogen atom. Lecture: 4 hpw. Prerequisites: Math 310 and Physics 307.

### 190, 290 Special Studies in Physics 390, 490

### 199, 299 Guided Independent Study in Physics 399, 499

## Science Education

### 313 Materials and Methods in the Teaching of hpw High School Science

5 hpw

This course is designed to familiarize the student with the contents and objectives of modern high school science courses and with desirable methods of presentation. Prerequisite: Introductory courses in college biology, chemistry, and physics. This course is for those students planning to fulfill the requirements of the North Carolina State Department of Public Instruction and is usually offered as part of the internship term.

# Health and Physical Education

*Professor J. Smith (Chairman); Assistant Professors Whiteley, Williams;  
Instructor Betts*

The Physical Education Program includes the major, the required program, intramural athletics, intercollegiate athletics, and informal recreational activities.

## Major in Physical Education

Requirements for a major: a minimum of ten courses in Physical Education of which five must be at the 300-400 level. The major must include Physical Education 210, 211, 214, 314, and 403, and Biology 207 and Psychology 201.

The major will be developed to best fit a student's interests and needs in consultation with a faculty advisor. The major offers several career options: teaching, adaptive work with the handicapped, and coaching supplements to other academic majors.

Students interested in teacher certification must include in their programs specified teacher education courses including an internship. Students with majors in Elementary Education may elect a concentration in physical education. Students with other academic majors may select appropriate physical education courses to prepare them for coaching interschool sports.

Students preparing for adaptive physical education programs for the handicapped should elect appropriate courses in biology, chemistry, and physics during the freshman and sophomore years.

## Required Physical Education

Four terms of physical education activity courses are required of all degree candidates. These four activity courses emphasize preparation for "life-time sports" and, when completed, count as one of the 37 courses required for graduation. In addition, all freshmen and transfer students must demonstrate proficiency in swimming by passing a swimming test or else should enroll in Physical Education 101, a non-credit course.

The first and second regular terms of required physical education must be specified activity courses, listed below. The third and fourth terms may be taken as follows:

1. Continuation in other activity courses.
2. Competency testing, available in selected activities each fall and spring term.
3. Contracts for credit that may be worked out with the physical education staff members in the following areas:
  - a. off-campus formal instruction by an expert in the activity.
  - b. on-campus instruction by an expert in the activity.

c. intramural athletics.

PE 250 (intercollegiate athletics), competency testing, and contracts are graded on a pass-fail basis.

Activity Courses (all activity courses are 2 hpw)

**101 Beginning Swimming**

Upon entrance into the College all freshmen or transfer students must take a basic swimming test. If that test is failed, the student is urged to register for this class. Fall and spring terms.

**103 Adaptive Physical Education**

In cooperation with a physical therapist and the physical education staff, a student with limited physical ability is placed in the adaptive program, and whenever possible, in some phase of the normal program. This course may be repeated by physically limited students to complete the one course requirement for graduation. Fall and spring terms.

**110-115**

- |                             |                                  |
|-----------------------------|----------------------------------|
| 110 Touch Football — Soccer | 114 Conditioning and Development |
| 112 Handball                | 115 Weight Training              |
| 113 Raquetball — Squash     |                                  |

**120-126**

- |                               |                                 |
|-------------------------------|---------------------------------|
| 120 Field Hockey — Volleyball | 125 Body Mechanics/Conditioning |
| 123 Raquetball                | 126 Self Defense for Women      |
| 124 Modern Dance              |                                 |

**201-207**

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|---|--|
| 201 Recreational Games — Bowling, Billiards, Table Tennis |  |
| 202 Badminton — Archery                                   |  |
| 203 Beginning Golf  | 207 Intermediate Swimming and Junior Life Saving |
| 204 Volleyball  |  |
| 205 Beginning Tennis                                      | 208 Tumbling — Gymnastics                        |

**301-309**

- |                                      |                              |
|--------------------------------------|------------------------------|
| 301 Advanced Bowling                 | 306 Senior Life Saving       |
| 302 Advanced Tennis                  | 307 Water Safety Instruction |
| 303 Advanced Golf                    | 308 Advanced Badminton       |
| 304 Advanced Tumbling and Gymnastics | 309 Squash                   |
| 305 Folk Dance                       | 313 Advanced Weight Training |

**Theory Courses**

**210 Personal and Community Health**

**3 hpw**

A study of health information and basic attitudes toward health practices fundamental to wholesome living for the college student. Recommended for all students.

- 211 Introduction, History, and Principles of Physical Education, Health Education, and Recreation 3 hpw**  
An orientation to the field of physical education, health education, and recreation. Basic principles of modern physical education and historical background, stressing aims and objectives.
- 212 Movement Education 3 hpw**  
This course deals with the techniques of helping children to discover their own solutions to carefully stated movement problems. Emphasis is on helping children to explore their own movement capabilities in the space around them.
- 214 First Aid and Sports Medicine 3 hpw**  
Basic instruction in first aid methods for the home, school, and community. A further study of the prevention, care, and reconditioning of athletic injuries. Successful completion of this course qualifies the student for the American Red Cross First Aid Certificate.
- 300 Principles of Adapted Physical Education 3 hpw**  
An introduction into physical education for the exceptional student. Special emphasis will be placed upon understanding of physical and mental limitations and adapting the physical education program to these limitations.
- 310 Organization and Administration 4 hpw**  
A course dealing with the policies and problems of organization and administration of Health and Physical Education and Athletic programs in schools. It includes program construction in physical education, plant facilities, scheduling load, instruction evaluation, and financing of the program.
- 311 Evaluation in Physical Education 4 hpw**  
A course designed to inform the student in construction and effective use of written and skills tests. Emphasis on how to compute and use the results of the test.
- 312 Team Sports: Skills and Techniques 4 hpw**  
A detailed study of methods, materials, and techniques of teaching team sports. Emphasis on basketball, soccer, and baseball.
- 313 Teaching Physical Education in the Secondary Schools 4 hpw**  
Development of courses of study, instructional units, and lesson plans for secondary schools. Observations and abbreviated teaching experiences in junior and senior high schools.
- 314 Kinesiology 4 hpw**  
This course offers an analysis of movement to provide the means to understand and apply kinesiological principles to all phases of physical activity. Emphasis includes basic anatomy and motor behavior, analysis of movement, application of kinesiology to skills and the psycho-social influence on how an individual learns and improves his performance.



- 316 Individual and Dual Sports: Skills and Techniques 4 hpw**  
A detailed study of methods, materials and techniques used in the teaching of individual and dual sports. Emphasis on track and field, tennis and golf.
- 401 Recreational Activities and Therapeutic Exercise for the Exceptional Student 4 hpw**  
A practical approach to the organization and administration of recreational activities and therapeutic exercise programs for the exceptional student. Pre-requisite: Physical Education 300.
- 402 Physiology of Exercise 3 hpw**  
Physiology of exercise is concerned with human functions under the stress of muscular activity; thus it provides a basis for the study of physical fitness and athletic training. The course is organized into three parts: (1) selectively reviews the most pertinent areas of basic physiology; (2) relates this knowledge directly to practice in physical education; and (3) relates the principles of physiology directly to the current problems in physical education and athletics.
- 403 Senior Seminar in Physical Education**  
Discussions in class will center on current trends and concerns in the field of physical education. Each student will do extensive study in an area of special interest.
- 190, 290 Special Studies in Physical Education**  
**390, 490**
- W41 Teaching Health Education and Physical Education in the Elementary Schools Winter Term**  
Principles, practices, and procedures in health education and physical education activities for the elementary school including organizing and conducting such a program. Methods and materials in group games of low organization. Required of all elementary education majors.

## The Varsity Program

The athletic program at St. Andrews is approved by and has full membership in the National Collegiate Athletic Association (NCAA), Division 3. St. Andrews is a charter member of the Dixie Intercollegiate Athletic Conference (DIAC)—an athletic conference whose members do not award athletic scholarships.

Currently eight varsity sports are offered to our male students:

Fall — cross country, soccer

Winter — bowling, basketball

Spring — tennis, golf, track, baseball

The women's intercollegiate sports program includes:

Fall — volleyball

Winter — basketball

Spring — tennis

## **Division of the**

# **SOCIAL AND BEHAVIORAL SCIENCES**

***Chairman: George E. Melton***

### **Programs**

Anthropology and Sociology  
Business Administration  
and Economics  
Education  
History  
Politics  
Psychology

### **Majors**

Anthropology-Sociology  
Accounting and Business  
Business Administration  
Business-Chemistry  
Economics  
Elementary Education  
History: American Studies  
European Studies  
Folklore and Folklife Studies  
General Historical Studies  
Politics  
Psychology

### **Pre-Law Concentration**

St. Andrews offers a pre-law concentration for students interested in legal careers. Pre-law students may major in nearly any discipline. A pre-law adviser in the Division of Social and Behavioral Sciences assists students in planning programs of study.

## Internships

The Programs in the Division offer internships to serve the career needs of St. Andrews students.

## Teacher Certification

North Carolina teacher certification is available with majors in history, politics, economics and Anthropology-Sociology. Certification in social studies is available by taking a history major and Politics 201, Sociology 201, 205, and Economics 207, 208. Education courses that must be combined with the academic major in these programs are listed in the section under Education.

## Social Science

### 313      **Materials and Methods in the Teaching of High School History and Social Studies** **4 hpw**

This course is designed for students seeking North Carolina teacher certification at the secondary level. Consideration for the content, method and technique needed in the teaching of high school history and social studies is undertaken. Credit for this course does not apply toward a major in the Division. Usually offered as a part of the internship term in Education. (See Education 313).

## Anthropology and Sociology

*Associate Professors Joyner, McLean (Chairman), S. Marks; Instructor M. Marks*

### Major in Anthropology-Sociology

Requirements for a major consist of 10 courses in anthropology and sociology, including Sociology 201, 321, and 421; Anthropology 205, 209, and 306 with four electives in anthropology. Competence in one foreign language, or an accepted designated substitute, is also required. The pattern of all elective courses will be determined in consultation with the faculty adviser.

### Courses in Anthropology and Sociology

#### 201      **General Sociology** **3 hpw**

A study of human society with emphasis on groups, institutions, social classes, social processes, and ways of thinking and living associated with group activity.

- 205 Archaeology 3 hpw**  
A survey of the cultures of the Indians of North America, including the languages and arts, the social, economic, and religious life, and the ecology of representative North American Indian tribes. Classroom work is augmented by site excavations and geological study. (This course, or Environmental Studies 202, will satisfy the requirements for the North Carolina Department of Public Instruction for Geo-Earth Study for elementary education.)
- 207 Folklore and Folklife in American History 3 hpw**  
An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society.
- 208 Introduction to Physical Anthropology 3 hpw**  
The study of human evolution and of the variation in modern man including: the fossil record, evolutionary processes; development and dispersal of modern races.
- 209 Introduction to Cultural Anthropology 3 hpw**  
The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships.
- 306 Comparative Ethnology 4 hpw**  
A study of the cultural configurations of non-literate peoples of aboriginal America, Asia, Oceania, and Africa.
- 309 Contemporary Social Problems 4 hpw**  
A study of the explanations for social change and of ways divergent values create social problems. The major areas of tension within which contemporary and social problems arise are considered.
- 311 Marriage and Family Life 4 hpw**  
A study of the development of these two social institutions with consideration given to such problems as woman's position, courtship, marital adjustments, safeguarding the marriage relationship, divorce, and social changes affecting the family.
- 320 Social Psychology 4 hpw**  
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. (Offered also as Psychology 320.) Prerequisites. Psychology 201 and Sociology 201 or consent of the instructor.
- 321 Research Methods in Sociology and Anthropology 4 hpw**  
An introduction to methods of research in the social sciences, including the

formulation of problems, research design, sampling techniques, and the collection and analysis of data. Prerequisites: Sociology 201 and Mathematics 205.

- 333 Folklore and Oral History 4 hpw**  
Advanced studies in the use of oral sources, both folk and nonfolk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.
- 334 Folk and Ethnic Music of the World's Peoples 4 hpw**  
An introduction to Ethnomusicology with emphasis on African, native American, Eastern European, and Asian music. Attention is given to cross-cultural quantitative analysis of traditional singing styles in their social and cultural contexts, as well as folk instrumentation and acculturation theory. Ability to read music is not required.
- 335 African and Afro-American Folklore 4 hpw**  
A comparative approach to folklore communication among Africans and Afro-Americans, studied in social and cultural context. Considerable attention is given to folklore theory.
- 401 Culture and Personality (Anthropology) 3 hpw**  
A survey of methods and problems in studying the personality features characteristic of non-literate tribes around the world. Mutual relationships between culture and the individual are explored.
- 403 American Social Structure 4 hpw**  
An analysis of social organization in the United States with reference to cultural norms, social stratification, and the inter-relations of social institutions. Emphasis will be placed on new trends, such as the accelerating rate of social change, and the increasing complexity of our relations with other countries. Prerequisite: Sociology 201.
- 407 Ecological Anthropology 4 hpw**  
The study and cross-cultural comparisons of the environmental relationships of human communities. Prerequisites: Selected Topics in Modern Science 101, 102 and Anthropology 209.
- 421 Anthropological and Sociological Theories 4 hpw**  
A survey and an analysis of contemporary social theories. The course will emphasize directed study and a seminar type of research. Prerequisite: Sociology 201.
- 190, 290 Special Studies in Sociology and Anthropology**  
**390, 490**
- 199, 299 Guided Independent Study in Sociology and Anthropology**  
**399, 499**



# Business Administration

*Associate Professors Curtis, Holmes (Chairman)*

## Major in Accounting and Business

Requirements for a major in accounting and business: 14 courses in accounting, business administration, and economics, including Business Administration 209, 210, 212, 309, 310, 315, 402, 422; and two additional upper level courses in accounting which will be done as special studies; and Economics 207 and 208. Mathematics 113 and 205 are also required.

## Major in Business Administration

Requirements for a major in business administration: Eleven courses in business administration and economics, including Business Administration 209, 210, and 422; Economics 207, 208, and 303; and one winter term course. Mathematics 113 and 205 are also required for the major.

## Major in Business-Chemistry

Requirements for a major in Business-Chemistry: Four courses in business administration, four courses in economics, four courses in chemistry, including Business Administration 209 and 210, Economics 302 and 303, Chemistry 201, 202, and 303, and a winter term course in one of the three areas. Mathematics 121 and 205 are also required. Electives will be chosen with aid of major advisor.

## Courses in Business Administration

100	<b>Introduction to Business</b>	3 hpw
	An introduction to business as a social activity. This course provides an understanding of business and its environment, the activities businessmen perform and why they are performed. The application of the behavioral sciences by management is stressed. (Does not apply toward a major.)	
209	<b>Financial Accounting</b>	3 hpw
	A conceptual approach to financial accounting with emphasis on the corporate form of business.	
210	<b>Managerial Accounting</b>	3 hpw
	Emphasis is placed upon those accounting tools which are of primary importance in decision making. Methodology found in current practice is stressed. Prerequisite: Business Administration 209.	
212	<b>Application of Computers</b>	3 hpw
	An introduction to FORTRAN programming and to applications of the computer in disciplines related to business.	

- 304 Financial Management 4 hpw**  
A consideration of both internal and external facets of management of corporate finances. Risk, cost of capital, and capital markets are explored along with governmental controls over such financing.
- 309 Intermediate Accounting I 4 hpw**  
An analysis of problems that arise in accounting for cash, marketable securities, inventories, equipment, and intangible assets. Prerequisite of BSAD 210 and permission of instructor.
- 310 Intermediate Accounting II 4 hpw**  
An analysis of the special accounting problems peculiar to corporate organizations. Also the issues of price level changes, errors in financial records, and standards of disclosure will be considered. Prerequisite of BSAD 309 and permission of instructor.
- 312 Marketing 4 hpw**  
A functional analysis of marketing and its importance as an economic activity. Current and potential institutions through which marketing is carried on are studied. Additional managerial orientation is provided through case studies and decision making practice.
- 315 Business Law 4 hpw**  
A study of the fundamental nature of law and of laws that determine the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, employment and agency, commercial paper, sales, and government-business relations.
- 317 Organizational Management 4 hpw**  
A survey course which examines the central framework of business management, its environment and the personal characteristics, knowledge and skills of the manager. Attention is given to behavioral and environmental as well as technical and functional details of such activities as planning, motivating, directing, delegating, and controlling business organizations, human relations, and communications.
- 318 Government and Business 4 hpw**  
A study of relations between government and business and their effects on industrial efficiency, economic growth, and social welfare.
- 320 Industrial Relations 4 hpw**  
Examination of the collective bargaining process, major management-union problems, and their resolution through bargaining, mediation, and arbitration.
- 402 Principles of Taxation 4 hpw**  
A study of the major provisions of the Internal Revenue Code, its rationale, and the way it actually functions. Prerequisite: Business Administration 209.
- 404 General Systems Approach to Problem Solving 4 hpw**  
The application of general systems theory to the solving of problems whatever

their scope or origin. There are no formal course prerequisites. Majors in areas other than business and economics should find this course useful. Enrollment is by consent of the instructor. (Also offered as Economics 404.)

- 408      Development and Management of Human Resources      4 hpw**  
Covers all areas of recruitment, placement, training, and development of lower-skilled and managerial personnel with emphasis on current problems.
- 419      Quantitative Analysis      4 hpw**  
A survey of the mathematical techniques necessary for modern management. Topics include inventory analysis, game theory, linear programming, and optimization techniques.
- 422      Seminar in Business Administration      4 hpw**  
Individual readings and research in a particular area of business with documentation required.
- 190, 290      Special Studies in Business Administration**  
**390, 490**
- 199, 299      Guided Independent Study in Business Administration**  
**399, 499**

## Economics

*Associate Professor Paxton*

### Major in Economics

Requirements for a major in economics: Eleven courses in economics including Economics 207, 208, 303, 304, and 422; one winter term course; and at least two courses in business administration which must include Business Administration 209 and 304. Mathematics 113 and 205 are also required.

### Courses in Economics

- 207      Principles of Economics I      3 hpw**  
A survey of our economic system — production, exchange and distribution; aggregate income determination; monetary theory and policy; international trade and institutions.
- 208      Principles of Economics II      3 hpw**  
A survey of contemporary domestic and international economic issues. Assigned readings from a variety of sources will be used.

- 302 Economic Philosophy: The Development of Economic Thought 4 hpw**  
 A survey of the development of economic analysis from Mercantilism to the Post-Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School: Jevons, Marshall, and the development of Marginalism; Austrian Capital Theory, and the Neoclassical theory of money, interest, and prices.
- 303 Intermediate Price Theory 4 hpw**  
 An examination of the economic principles and theory underlying value and distribution. Application will be made of these principles particularly to the problems of perfect and imperfect competition.
- 304 Intermediate Income and Employment Theory 4 hpw**  
 The economic forces and factors determining the level of income and employment in a political economy are presented and evaluated. Emphasis on the role of government in maintaining a high level of employment and purchasing power is stressed.
- 307 Environmental Economics 4 hpw**  
 The application of the tools of modern welfare economics to the problems of environmental decay and external costs. A re-examination of the desirability of maximizing economic growth rates. Problems of pollution of the environment and measures that have been or can be used to achieve optimal economic solutions will be emphasized.
- 308 International Trade and Institutions 4 hpw**  
 A study of the international movements of goods and an examination of the payments systems. Attention is given to economic geography and factors such as world resources which influence economic development and international trade. Primary focus is on the composition and directions of international trade and on the application of economic theory to the international arena.
- 309 Urban Economics 4 hpw**  
 A survey of contemporary urban problems and what cities are doing to solve them. An examination of suggested solutions to urban traffic congestion, fiscal problems, urban sprawl, zoning problems, etc.
- 315 Economics of Growth and Development 4 hpw**  
 Analysis of the forces inhibiting economic growth in underdeveloped countries. Course includes discussion of growth models, theories of growth, development planning, economics of foreign aid, and the role of technological progress.
- 404 General Systems Approach to Problem Solving 4 hpw**  
 The application of general systems theory to the solving of problems whatever their scope or origin. There are no formal course prerequisites. Majors in areas other than business and economics should find this course to be useful. Enrollment is by consent of the instructor. (Also offered as Business Administration 404.)

<b>406</b>	<b>The Economics of Socialism</b>	<b>4 hpw</b>
	An examination of the various types of socialist economic systems. Socialism as practiced in many of the economies of today will be studied. An investigation of Marxian theory will constitute part of the course.	
<b>408</b>	<b>Public Finance</b>	<b>4 hpw</b>
	Principles and problems of taxation, expenditure, and debt management of federal, state, and local governments. The effects of governmental budgetary policy on resource allocation, income distribution, economic stability, and growth will be examined.	
<b>422</b>	<b>Seminar in Economics</b>	<b>4 hpw</b>
	The seminar is basically a research undertaking requiring extensive reading, discussion, and writing on an announced topic. A thesis related to the general topic is to be developed under the supervision of the instructor.	
<b>190, 290 390, 490</b>	<b>Special Studies in Economics</b>	
<b>199, 299 399, 499</b>	<b>Guided Independent Study in Economics</b>	

## Education

*Professors Daughtrey (Chairman), Decker, Assistant Professors E. Smith, Urie.*

### Teacher Education

The teacher education programs described here and at other appropriate places in the catalog are approved by the North Carolina Board of Education as meeting the requirements for initial public school certification. The programs meet undergraduate requirements for initial certification in most states.

Teacher certification programs are available at St. Andrews in the following major programs:

Elementary Education: (Early Childhood and Intermediate level emphases)

Secondary Education: Biology, Chemistry, English, French, Mathematics, Social Studies, History, Politics, Economics, Sociology-Anthropology and Spanish

Special (K-12) Programs: Music, Physical Education, and Theatre

Supplemental Certification: Gifted and Talented and Physically Impaired.

These emphases require enrollment in any one of the above major



programs plus additional course requirements. These courses are:

**For Resource Teacher with Gifted and Talented students:**

Educ 350 Practicum in Exceptional and Special Education

Psy 314 Introduction to Counseling

Educ 309 Planning and Implementing Effective Learning Environments

Educ 412 The Education of the Gifted and Talented

Educ 490 Special Education Internship

**For Resource Teacher with Physically Impaired students:**

Educ 350 Practicum in Exceptional and Special Education

Biol 207 Human Anatomy and Physiology

Phye 300 Principles of Adapted Physical Education

Phye 401 Recreational Activities and Therapeutic Exercises

Educ 490 Special Education Internship

The major in Elementary Education is outlined below. The secondary level and special programs are described elsewhere in the catalog in the appropriate academic divisions. All students in teacher education programs are expected to meet the following requirements:

1. To be completed before entering the internship: Education 202; Psychology 201; Psychology 303 or Education 308; Education 315.
2. To be completed during the full-term internship: Materials and Methods in major area; Education 401; 420-421. Students are eligible for admission to the internship, presently offered during the fall term, upon completion of at least 24 course credits.

## **Elementary Education Major**

### **I. Early Childhood Education (K-3)**

Major Core Sequence:

Anthropology 209 — Cultural

Anthropology 205 — Archaeology or Environmental Studies 202

Education 320 — Reading and Other Language Arts

History 201, 202 or Politics 201 (any 2)

Mathematics 207 — Real Number System

Physical Education W41 — Teaching Health and P.E. in the Elementary Schools

Adjunct Sequence:

Art 321 — Art in the Elementary School

Education 319 — Literature for Children and Youth

English 303 — Aspects of the English Language or Language 151  
— Introduction to the Structure and Analysis of Language

Mathematics 208 — Structures of Algebra and Geometry

Music 353 — Music in the Elementary School

Speech or Acting (one course)

## II. Intermediate Grades Education (4-9)

Major Core Sequence:

Same as K-3, plus Art 321 or Music 353

Concentration Options— select **one** of the following areas; a further minor concentration **may** be elected in any of the remaining areas:

1. **Language Arts** — six courses  
Education 319 — Literature for Children and Youth  
English 303 or Language 151  
Two electives from 300/400 level English offerings  
Two electives from Literature 201, 202, 204, 251, 252, 253 **or** two electives from Theatre 201, 202, 301, 302
2. **Social Studies** — six courses  
Complete History 201/202, Politics 201 sequence not taken in Core Sequence  
Two electives in 300/400 level History  
Two electives in 300/400 level Politics  
Economics 207 or 208
3. **Mathematics** — six courses  
Math 208 — Structures of Algebra and Geometry  
Math 115, 121, 221, 330 and one elective Math or Computer Science
4. **Natural Sciences** — five courses  
Biology 201; 205 or 207  
Chemistry 201; 202 or 301  
Environmental Studies elective or Physics 201
5. Other **minor** concentration electives may be arranged in Art, Music or Physical Education

## Courses in Education

202	<b>The American School: Foundation and Issues</b>	3 hpw
	A presentation of the historical, philosophical, and sociological foundations of the American school, together with consideration of the current trends and issues with which the future teacher should be confronted. Required for all students in teacher education programs.	
209	<b>Early Childhood Education</b>	3 hpw
	An introductory study of the organization, administration, standards, equipment, program, and parent-teacher relationships of the kindergarten. Attention is given to the organization and curriculum of a state-approved program, both public and nonpublic supported. Field work in a weekday kindergarten is required. Credit may be applied toward kindergarten certification for those who hold elementary certification.	
308	<b>Early Childhood Development</b>	4 hpw
	A study of the development needs and readiness of early childhood with particular emphasis on the four- and five-year-old and his physical, mental,	

emotional and social growth. Guided experiences with children and a case study of one child are expected. Credit may be applied toward kindergarten certification for those who hold elementary certification. This course is recommended for primary and elementary majors; either this or Psychology 303 is required. Prerequisite: Psychology 201 or its equivalent.

- |            |  |              |
|------------|--|--------------|
| <b>309</b> | <b>Planning and Implementing Effective Learning Environments</b>   | <b>4 hpw</b> |
|            | Designed to investigate the various factors necessary for establishing and maintaining effective learning environments, the study will consider assessment instruments and techniques; planning and resource skills, and a variety of instructional skills. Practical field service experiences with the typical, special and mainstreaming learning environments will be planned depending upon the interest of the student. Prerequisites include Education 350. |              |
| <b>313</b> | <b>Secondary Level Materials and Methods</b>   | <b>4 hpw</b> |
|            | Each student in a secondary level program will enroll during the fall internship in this course as listed in his or her respective academic division. Consideration for the content, method and technique needed in the teaching of the major subject in the public school is undertaken prior to beginning the public school assignment.  |              |
| <b>315</b> | <b>Educational Psychology</b>  | <b>4 hpw</b> |
|            | A study of individual differences, growth and adjustment, the learning process, and basic principles of guidance and evaluation. Required for all students in teacher education programs. Prerequisite: Psychology 201 or its equivalent.  |              |
| <b>319</b> | <b>Literature for Children and Youth</b>   | <b>4 hpw</b> |
|            | A survey of traditional and contemporary literature suitable for children in the elementary school, together with its place and significance in the integrated curriculum. Brief teaching experiences in local public schools will be a part of this course.   |              |
| <b>320</b> | <b>Reading and Other Language Arts</b>   | <b>4 hpw</b> |
|            | A study of the development of the language art skills, particularly reading, but including listening, speaking and writing as experienced by the elementary school child. Brief teaching experiences in local public schools will be part of this course.  |              |
| <b>322</b> | <b>Methods and Materials: Grades K-3</b>   | <b>4 hpw</b> |
|            | Methods and materials suitable for use in kindergarten through third grade programs. Requirement for North Carolina Early Childhood certification. Generally offered as a part of the fall internship prior to beginning the public school assignment.   |              |
| <b>324</b> | <b>Methods and Materials: Grades 4-9</b>   | <b>4 hpw</b> |
|            | Methods and materials suitable for use in Grades 4 through 9. Requirement for North Carolina upper grade certification. For upper elementary and middle school majors. Generally offered as a part of the fall internship prior to beginning the public school assignment.   |              |

- 350      Practicum in Exceptional and Special Education      4 hpw**  
 This course is designed to combine readings and field experiences concerned with learning needs of an exceptional nature (gifted, talented and learning deficiencies). Both general considerations as well as special needs will be examined with particular emphasis on dealing with such learning problems in the "regular" classroom setting. Prerequisites: Psychology 201 and 303 or its equivalent.
- 401      School and Community      4 hpw**  
 This course is generally offered as an integral part of the full term internship. The experiences are designed to introduce the intern to the personnel, programs and resources available within the school and the larger community to facilitate the teaching program.
- 412      The Education of the Gifted and Talented      4 hpw**  
 A study of research findings on gifted and talented and bright underachieving students. The social, emotional, physical and intellectual characteristics of such persons will be investigated in order to focus upon the appropriate teaching/learning requirements in special and mainstreaming learning environments. This course is usually taught during the summer term. Prerequisite in Education 350.
- 420-421      Student Internship**  
 Under the direction of a qualified public school supervising teacher and the College, a full-time continuous teaching experience is carried out. Each student will be expected to complete at least 100 hours of actual teaching. Ordinarily, student internship will take place during the fall term, and will continue on site at the public school for ten weeks. This course is equivalent to eight semester hours and carries two course credits.
- 190, 390      Special Studies in Education**
- 490      Special Studies in Education (reserved for supplemental certification internship)**
- 199, 299      Guided Independent Study in Education**  
**399, 499**

## History

*Professor Harvin; Associate Professors Fulcher, Joyner (Chairman), Melton; Assistant Professor Schulz*

### Major in History

A student may satisfy the requirements for a major in history by satisfactorily completing all the requirements for 12 courses in any one of the following options:

**A. American Studies**

History 201, 202, 207

Politics 201

History 422 (Senior Seminar)

Four additional American history courses at the 300-400 level, including one to be taken in winter term.\*

Three additional courses at the 300-400 level in American culture or society approved by the history program chairman and the student's faculty adviser.

**B. European Studies**

History 101, 102

Two courses at the 300-400 level taught in a modern European language other than English

History 422 (Senior Seminar)

Four additional European history courses at the 300-400 level, including one to be taken in winter term.\*

Three additional courses at the 300-400 level in some aspect of European culture or society approved by the history program chairman and the student's faculty adviser.

**C. Folklore and Folklife Studies**

History 201, 202, 207

Anthropology 209

Anthropology 306, 401

History 333

History 499 (Senior Independent Study in Folklore and Folklife)

Four additional history courses at the 300-400 level, including one to be taken in winter term.\*

**D. General Historical Studies**

History 101, 102

History 201, 202, 204

History 422 (Senior Seminar)

Six additional history courses at the 300-400 level, including one to be taken in winter term.\*

**Courses in History**

Courses will not carry prerequisites except that those courses numbered at the 300 and 400-levels are restricted to juniors and seniors except by consent of the instructor.

\* A second advanced winter term course in an appropriate area may be substituted for a fall or spring course upon the written approval of the history program chairman and the student's faculty adviser.



- 101, 102 Western Civilization: Classical to Contemporary** **3 hpw**  
 A thematic study of cultural epochs in the development of Western Civilization from the classical period to the contemporary era. Crucial episodes in cultural crisis and creativity will be studied to demonstrate their continuing relevance to contemporary civilization. Term I: Classical to Enlightenment; Term II: Enlightenment to Contemporary. Freshman or sophomore standing required.
- 201, 202 American Civilization** **3 hpw**  
 An introduction to the historical discipline designed to develop (1) a cognitive knowledge of the process of historical change in America from colonization to the contemporary era; and (2) basic skills in the principal methodologies of historical research and analysis from the perspective of both the humanities and the social sciences. Term I: Colonization to Reconstruction; Term II: Reconstruction to Contemporary. Freshman or sophomore standing required.
- 204 Modern Asia** **3 hpw**  
 The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China.
- 207 Folklore and Folklife in American History** **3 hpw**  
 An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society.
- 311 Early American Culture** **4 hpw**  
 A study of ideas and institutions in the formation of early American culture. Selected topics in such fields as religion, politics, philosophy and the arts will be studied from representative sections and movements. Emphasis will be placed on the use of cross-disciplinary sources in the historical interpretation of cultural movements.
- 331 The New South** **4 hpw**  
 Studies in the politics, society, and culture of the Southern United States since Reconstruction.
- 332 Slavery in Comparative Perspective** **4 hpw**  
 A study of slavery in the Americas, with emphasis on the Southern United States, utilizing the methodologies of various disciplines in the humanities and social sciences. The course is developed cognitively around five general areas: 1) Slavery as a Philosophical Problem; 2) Comparative Analysis of Slave Societies; 3) The Historiography of Slavery; 4) Afro-American Folklife under Slavery; and 5) Slavery in Microcosm.
- 333 Folklore and Oral History** **4 hpw**  
 Advanced studies in the use of oral sources, both folk and non-folk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.

- 341 Diplomatic History of the United States 4 hpw**  
American relations with foreign nations from 1775 to the present.
- 348 Renaissance and Reformation 4 hpw**  
A cultural history of the Renaissance and Reformation developed from humanistic perspectives on European civilization in the fifteenth and sixteenth centuries. Selected topics in the social and intellectual history of these cultural movements will be studied from such sources as fine arts, literature, philosophy, and theology.
- 349 The Enlightenment 4 hpw**  
A comparative approach to the Enlightenment as a British, French, and American cultural movement in the eighteenth century. Contributions to the fields of science, politics, and religion will be studied from the writings of such representative "thinkers" as Locke and Newton, Rousseau and Voltaire, Franklin and Jefferson in the social context of their times.
- 351 Europe in the Nineteenth Century 4 hpw**  
A study of Europe in the nineteenth century with emphasis on political, social, economic, and intellectual currents.
- 353 The Age of the French Revolution 4 hpw**  
A study of continental Europe between 1715 and 1815 with emphasis on the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe under Napoleon and the Congress of Vienna.
- 371 Soviet Russia 4 hpw**  
A study in depth of the Russian Revolution of 1917 and the evolving Communist state, dealing with both the internal development of the Soviet state and its foreign relations.
- 403 The Age of the Two World Wars 4 hpw**  
A study of the impact of World War I, the settlement of 1919, the rise of totalitarian regimes, the breakdown of international stability in the 1930's, the crisis of World War II, and the emergence of a new international balance in the post-war era.
- 404 Twentieth Century America 4 hpw**  
Studies in American history in the 20th century with emphasis on domestic political, social, and economic problems and the growing involvement of the United States in world affairs.
- 422 Senior Seminar in History 4 hpw**  
Selected readings and discussions in historiography and philosophy of history, along with individual research projects and class critiques.
- 190, 290 Special Studies in History**  
**390, 490**
- 199, 299 Guided Independent Study in History**  
**399, 499**

## **Politics**

Assistant Professors Bushoven, Fouke, Schulz (Chairman)

### **Major in Politics**

The Politics Program has no set program to which all majors must adhere. Instead the Politics Program operates a "contract" system under which students can initiate major programs tailored to their own academic needs and goals. The major requirements in politics therefore consist of a contract which includes all other degree requirements and which is mutually acceptable to the student and to the faculty in politics. The acceptance of a student as a major in politics includes the acceptance of his or her contract. The contract will become part of the student's permanent record and any changes in the contract must be approved by the student and the faculty in politics.

The contract in politics normally establishes a program of study which requires the completion of 10 to 14 related courses. When appropriate, a major will be encouraged to develop skills in computer use, mathematics and/or language. Students have initiated contracts in such areas as International Studies, Practical Politics, Political Psychology and Pre-Law (see below). They have also combined their interests with other disciplines such as Anthropology, History, Education, Economics, Philosophy, and Psychology. The faculty in politics will supply additional information on the major.

### **For Pre-Law Students**

St. Andrews offers a pre-law concentration as a preparation for career opportunities in state and local governments, public administration, criminal administration and rehabilitation, becoming an attorney, and becoming a para-legal assistant. Pre-law students may elect any major program, and are encouraged to take courses in a wide variety of subjects. In politics the student may take Introduction to Law, Legal Reasoning, Advanced Studies (with selected emphasis on the judicial process), and Special Studies in Criminal Justice. The student is strongly encouraged to work closely with the pre-law adviser and to take internships with an agency or with a practicing attorney.

### **Internships**

The politics program has had 12 state and local interns in government and various agencies in the past two years. Students are regularly placed as interns with the Laurinburg city manager, the Scotland County manager, and state legislators. Work has included the preparation of bills, testimony before committees, study of the possibilities of waste recycling in the county, and the consolidation of various planning reports into one

overall plan for the city. Application is made to the politics program and those selected enroll in Politics 361.

## **Courses in Politics**

<b>201</b>	<b>Introduction to American Politics</b>	<b>3 hpw</b>
An introduction to American government and to the discipline of political science designed (1) to develop an understanding of how the American political system functions, (2) to indicate possible changes which may occur in the American political system, (3) to stimulate an awareness of why some political events occur and others do not, and (4) to encourage the development of a perspective from which political events can be evaluated.		
<b>211</b>	<b>Introduction to International Politics</b>	<b>3 hpw</b>
An introduction to the political relations of nations, including theories and levels of analysis. Use of case studies and simulation gaming to explore normative issues in both contemporary and preferred future global systems.		
<b>231</b>	<b>Introduction to Law</b>	<b>3 hpw</b>
An introduction to law and its function in a changing society. Areas studied include judicial process and judicial behavior. Field trips to trials, correctional institutions, etc.		
<b>252</b>	<b>Introduction to Comparative Government</b>	<b>3 hpw</b>
A comparative study of institutions and functioning elements, such as political parties and elections, in similar and dissimilar political systems. Methods of comparative political analysis with primary focus on European nations.		
<b>275</b>	<b>Politics and Personality</b>	<b>3 hpw</b>
An introductory analysis of the psychological factors which influence and condition individual political behavior.		
<b>280</b>	<b>Politics and Environment</b>	<b>3 hpw</b>
An examination of the relationship between political systems and such selected environmental factors as technology, cultural norms and values, structures of dissent and communication, finances, and ecology. Emphasis on social impact analysis.		
<b>303</b>	<b>Urban Politics</b>	<b>4 hpw</b>
Analysis of contemporary urban politics and problems.		
<b>304</b>	<b>Rural Politics</b>	<b>4 hpw</b>
An analysis of contemporary and past rural politics and problems.		
<b>312</b>	<b>Legal Reasoning</b>	<b>4 hpw</b>
Analytical and critical studies of constitutional law. Topics studied include judicial review, federalism, civil and political rights, due process and equal protection. Case study method.		

- 321 Western Political Thought: Classical to Modern 4 hpw**  
A study of the classics in Western political thought from Plato to the present. Emphasis is placed on their relationship to contemporary conditions. Original texts are used.
- 323 Marxian Political Analysis 4 hpw**  
Grounding in the basic texts, Marx to Mao, and basic concepts. Analysis of contemporary national and international politics from a Marxist perspective.
- 339 War and Peace 4 hpw**  
A study of the historical, psychological and social roots of war and the contemporary issues of peace. Introduction to problems of research in peace and conflict studies. Areas investigated include arms control and disarmament, international organization, and preferred futures modeling.
- 342 Foreign Policy Processes 4 hpw**  
Detailed study of the governmental machinery and external influences on the formulation and implementation of foreign policy.
- 356 Problems of Political Development: Asia or Africa 4 hpw**  
A comparative analysis of political structures and processes of change in selected countries of Asia or (in alternate years) Africa.
- 361 Internships**  
The assignment to a public or quasi-public official for an on-the-job experience with political institutions. Interns have served with the city manager, the county manager, the county attorney, a state representative, the State Commission on Women, and other institutions and organizations. Selected by the staff of the politics program.
- 380 Advanced Studies in American Politics 4 hpw**  
A rigorous examination of American politics with selected emphasis on such topics as the presidency, federalism, mass media, parties and pressure groups, legislative behavior, and judicial process.
- 422 Senior Seminar in Politics 4 hpw**  
A program of directed study for advanced students providing an opportunity for reading and research on topics of special interest in the field of political science and including group discussions on topics of current concern. For politics majors only. Required of all majors.
- 190, 290 Special Studies in Politics**  
**390, 490**
- 199, 299 Guided Independent Study in Politics**  
**399, 499**



# Psychology

*Professors A. Smith (Chairman); Associate Professor Thomas; Assistant Professors Endicott\*, Urie, Brown*

## Major in Psychology

Requirements for a major: Ten courses in psychology which must include Psychology 201, 202, 303, 305, 320, 401, and 411 and Mathematics 205 or 113. In addition competence in one foreign language is expected. (Four courses in mathematics may be substituted for the language requirement.) All courses numbered 300 and above require 201 and 202 as prerequisites except as noted in the description.

## Courses in Psychology

- |            |   |              |
|------------|---|--------------|
| <b>100</b> | <b>Human Behavior: An Introduction</b>  | <b>3 hpw</b> |
|            | This course is designed to provide an introduction to the understanding of human behavior. Topics to be covered include: motivation, human adjustment, attitudes, prejudices, value patterns, personality, and personality development. The total thrust of the course will be the study of one's self and the ways one relates to his environment.   |              |
| <b>201</b> | <b>Introduction to Psychology</b>   | <b>4 hpw</b> |
|            | An introduction to the study of scientific psychology with an emphasis on such topics as learning, motivation, thinking, memory and pathological behavior. Two hours lecture and two hours laboratory weekly.   |              |
| <b>202</b> | <b>General Experimental Psychology</b>  | <b>5 hpw</b> |
|            | A consideration and laboratory investigation of such selected topics as behavioral assessment, measurement, perception, sensation, motivation, and experimental control. Intended primarily for students planning to major in psychology. This course may be selected by others desiring a more adequate foundation in psychology as a science. Three hours lecture and two hours laboratory weekly. Prerequisite: Psychology 201 and Mathematics 205 or 113 or its equivalent.   |              |
| <b>303</b> | <b>Developmental Psychology</b>   | <b>4 hpw</b> |
|            | An assessment of the areas of development in childhood and adolescence with special emphasis upon case materials. Experiences will be planned for observation and reporting on children at various ages in keeping with the particular concerns of the student. This course is required by <i>all</i> students in teacher education, except that primary level elementary majors may substitute Education 308. Interest groups will be formed around four areas: early childhood, children, adolescents, atypical persons. Prerequisite: Psychology 201 or consent of instructor. |              |

\* On leave of absence, 1976-77.

- 304 Behavior Pathology** 4 hpw  
An investigation of the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques are considered. Prerequisite: Consent of instructor.
- 305 History and Systems of Psychology** 4 hpw  
A careful study of the history of psychology and the approach of the various systems of psychology to the study of human and animal behavior.
- 314 Introduction to Counseling** 4 hpw  
The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques.
- 316 Human Learning** 4 hpw  
An investigation of how human beings learn and develop information about their environment and how this information is utilized in learning with emphasis upon various theories of learning. Offered on demand on alternate years.
- 320 Social Psychology** 4 hpw  
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. Offered each spring.
- 401 Theories of Personality** 4 hpw  
This course involves a study of the theories and dynamics of personality development. It seeks to help the student discover those factors and processes which contribute to personality development, with particular emphasis upon the well-adjusted personality.
- 411 Seminar in Psychology** 4 hpw  
Class sessions emphasize the history and current trends in special areas of psychology. Field trips and brief laboratory sessions in the Career and Personal Counseling Center and similar agencies will be planned. An emphasis on independent study characterizes this program. Prerequisite: Psychology 401 and consent of the instructor. Offered each spring.
- 415 Psychological Research** 4 hpw  
A study of the major problems of doing research in the area of psychology and some advanced knowledge of experimental design. The student will be expected to design and execute at least one major research project as a part of this course. Prerequisites: At least six courses in psychology. Offered on demand in alternate years.
- 420 Advanced Social Psychology** 4 hpw  
An advanced study of the psychological processes in social psychology 320 with an emphasis upon research investigations of social processes and the

study of individual and group social behavior. Prerequisite: Psychology 320, offered on demand in alternate years.

**190, 290 Special Studies in Psychology**  
**390, 490**

**199, 299 Guided Independent Study in Psychology**  
**399, 499**

#### **Junior and Senior Honors Courses**

##### **Junior Honors in Psychology**

**Winter Term**

An investigation of research literature in psychology. Admission by nomination only.

##### **Senior Honors in Psychology**

**Winter Term**

A research investigation of a psychological topic. Admission by nomination only.



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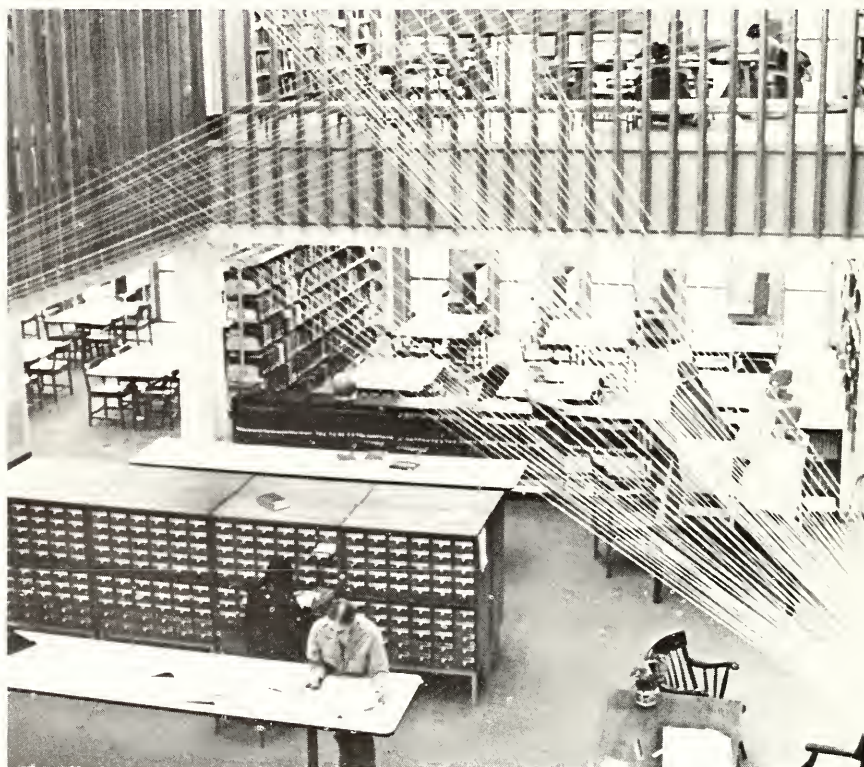
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### **Trustee Emeritus**

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Wright Tisdale, Jr. '68, Greensboro, North Carolina  
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Athos Rostan '69, Valdese, North Carolina  
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Sally Syphrit '69, Alexandria, Virginia

## **REPRESENTATIVES: Class of 1976**

Barry Keith Gribble, Tucker, Georgia  
Jessie Glenn Kennedy, Augusta, Georgia

## The Administration

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Jacqueline H. Singleton, B.A., Administrative Assistant to the President

### Dean of the College

Ronald C. Crossley, B.A., B.D., Ph.D.

Veronica Newman, B.S., M.S., Phd., Administrative Coordinator for Academic Affairs

James F. Stephens, B.S., M.S., Ph.D., Registrar

Elizabeth A. Holmes, B.A., M.A., College Librarian

### Dean of Students

Maria L. Santa Maria, B.A., M.A.

David McNair, B.A., M.A., Associate Dean of Students

Rodger W. Decker, B.A., M.A., Ed. D., Director of Health and Rehabilitation Services

W. Frank Covington, B.A., B.D., College Pastor

### Vice President for Development

J. Bruce Frye, B.A., B.D.

Francis P. Hurley, B.S., Director of Development

Russell A. Strong, B.A., M.A., Director of College Relations

### Director of Admissions

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Elaine B. Liles, B.S., Admissions Counselor

Jenny McKinnon, B.A., Admissions Counselor

Lyne Gamble, B.A., Admissions Counselor

Darlene Hailey, B.A., Admissions Counselor

Jerry Surface, B.A.

Cecil M. McMillan, M.A., Financial Aid Counselor

### Business Manager

Julian Davis, Ed.D. and CPA

Charles Westberg, Director of Physical Plant

Nelda Lee, Controller

William W. Roland, Director of Computer Services

## The Faculty (1976-77)

### EMERITI

Robert F. Davidson, Dean Emeritus

B.A., Davidson College; M.A., Oxford University; Ph.D., Yale University

Louis C. LaMotte, Professor of Greek and Director of Summer School Emeritus

B.A., Presbyterian College of South Carolina; M.A., University of South Carolina; B.D., Columbia Theological Seminary; Th.M., Princeton Theological Seminary; Th.D., Union Theological Seminary; D.D., Presbyterian College

James E. Carver, Professor of English Emeritus

B.A., University of Richmond; M.A., University of North Carolina at Chapel Hill; Ph.D., New York University

Carol Robertson, Professor of History Emeritus

B.S., George Peabody College; M.A., Columbia University

Ethel Bateman, Associate Professor of Physical Education Emeritus

B.A., Winthrop College; M.A., Columbia University

Margaret W. Bowen, Associate Professor of Religious Education Emeritus

B.A., Mary Baldwin College; M.A., Columbia University

Floyd E. James, Associate Professor of Mathematics Emeritus

B.A., Hanover College; M.A., University of North Carolina at Chapel Hill

Genevieve M. Neighbors, Associate Professor of Education and Social Science Emeritus

B.A., Flora Macdonald College; B.A., University of North Carolina at Chapel Hill

Leta W. McIntyre, Associate Professor of Business Education Emeritus

B.S., Winthrop College; M.Ed., University of North Carolina at Greensboro

### PROFESSORS

William M. Alexander, Professor of Philosophy and Religion (1961)

A.B., Davidson College; S.T.M., Harvard Divinity School; Ph.D., Princeton Theological Seminary

Carl D. Bennett, Professor of English and Division Chairman (1959)

B.A., M.A., Ph.D., Emory University

Philip Leslie Bullock, Professor of Religion (1948)

B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia

- James V. Cobb, Jr., Professor of Music (1972)  
 B.A., B.M., Southwestern at Memphis; M.A., Boston University;  
 D.M.A., University of Illinois
- John P. Daughtrey, Professor of Education and Psychology and Chairman of the Teacher Education Program (1956)  
 B.S., University of Virginia; M.S., University of North Carolina at Chapel Hill; Ed.D., University of Florida
- Rodger W. Decker, Professor of Education and Psychology (1952)  
 B.A., Hope College; M.A., State University of New York at Albany;  
 Ed.D., Columbia University
- Harry L. Harvin, Professor of History and Politics (1960)  
 B.A., Wofford College; M.A., Ph.D., Duke University
- Herbert A. Horn, Professor of Piano (1963, 1969)  
 B.M., DePaul University; M.M., D.M.A., University of Southern California
- G. Tyler Miller, Jr., Professor of Chemistry and Human Ecology (1966) (On leave, 1976-77)  
 B.S., Virginia Military Institute; M.S., Ph.D., University of Virginia
- Helen Rogers, Professor of Music Theory (1955)  
 B.M., Susquehanna University; M.M., Northwestern University;  
 Ph.D., Indiana University
- Alvin H. Smith, Professor of Psychology (1965)  
 B.A., M.Ed., Ph.D., University of Missouri
- Julian L. Smith, Professor of Physical Education (1972)  
 A.B., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University
- W. D. White, Professor of English and Religion (1965)  
 B.A., M.A., Baylor University; Ph.D., University of Texas (English);  
 M.A., Ph.D., Princeton University (Religion)

#### ASSOCIATE PROFESSORS

- Donald G. Barnes, Associate Professor of Chemistry and Physics and Division Chairman (1967)  
 B.A., College of Wooster; Ph.D., Florida State University
- Ronald H. Bayes, Writer-in-Residence and Associate Professor of English (1968)  
 B.S., M.S., Eastern Oregon College; University of Pennsylvania, 1959-60
- Margaret W. Bennett, Serials Librarian and Cataloger (1961)  
 B.A., Valdosta State College; A.B. in L.S., Emory University
- Ronald C. Crossley, Dean of the College and Associate Professor of Religion (1968)  
 B.A., Samford University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University

Raymond A. Curtis, Associate Professor of Business Administration (1976) B.S., Mississippi Southern College M.S., University of Southern Mississippi. Ph.D., University of Mississippi

Brad Ford, Associate Professor of Theatre, (1976) B.A., Wayne State College M.F.A., University of Southern Mississippi

J. Rodney Fulcher, Associate Professor of History (1962) B.A., Duke University; M.A., Ph.D., Princeton University

Carl W. Geffert, Associate Professor of German and Coordinator of Winter Term and off-campus projects (1963) B.A., University of Virginia; M.A., University of California

Elizabeth A. Holmes, College Librarian (1966) B.A., M.A. in L.S., Florida State University

James D. J. Holmes, Associate Professor of Business Administration (1969) B.A., M.S., University of Alabama; C.P.A., State of Mississippi

Charles W. Joyner, Associate Professor of History (1966) B.A., Presbyterian College of South Carolina; M.A., Ph.D., University of South Carolina

Arthur W. McDonald, Associate Professor of Speech and Theatre (1962) B.A., University of Georgia; B.D., Union Theological Seminary in Virginia; M.A., University of North Carolina at Chapel Hill; Ph.D., Indiana University

David A. McLean, Associate Professor of Anthropology (1962) B.A., Davidson College, B.D., Union Theological Seminary in Virginia; M.A., Ph.D., University of Witwatersrand

Stuart A. Marks, Associate Professor of Anthropology (1970) B.S., North Carolina State University; M.S., Ph.D., Michigan State University

George E. Melton, Associate Professor of History and Division Chairman (1968) B.S., Davidson College; M.A., Ph.D., University of North Carolina at Chapel Hill

William H. Morgan, Associate Professor of Mathematics (1961, 1970) B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Georgia

Catharine E. Neylans, Associate Professor of French (1958) B.A., Wesleyan College; M.A., Ph.D., University of North Carolina at Chapel Hill

Donald G. Paxton, Associate Professor of Business and Economics (1972) B.S., M.S., Oklahoma State University; Ph.D., Tulane University

William W. Rolland, Associate Professor of Computer Science and director of the Computer Center (1968) B.A., King College; Ph.D., Duke University



William H. Somerville, Associate Professor of Mathematics (1971)  
 B.A., King College; Ph.D., University of North Carolina at Chapel Hill

Alfred E. Thomas, Director of the Career and Personal Counseling Center  
 and Associate Professor of Psychology (1970)  
 Part-time  
 B.A., Davidson College; B.D., Union Theological Seminary in Virginia;  
 Ph.D., University of North Carolina at Chapel Hill

David E. Wetmore, Associate Professor of Chemistry (1967)  
 B.A., Park College; M.A., University of Kansas; Ph.D., Texas A & M  
 University

David Wilkins, Associate Professor of Music (1976) B.S., Northern Illinois  
 University; M.A., M.M., George Peabody College for Teachers

John E. Williams, Associate Professor of Organ (1951)  
 B.M., Oberlin Conservatory of Music; M.M., University of Michigan

## ASSISTANT PROFESSORS

Arthur L. Applegate, Assistant Professor of Biology (1970)  
 B.S., Wake Forest University; M.S., University of South Carolina;  
 Ph.D., Emory University

Karen K. Barnes, Assistant Professor of Chemistry (1967, 1976), Part-time,  
 B.A., College of Wooster; Ph.D., Florida State University

Cheryl J. Brown, Assistant Professor of Psychology (1976) B.A., M.S.,  
 Eastern Michigan University, Ph.D., University of Toledo

Cornelius Bushoven III, Assistant Professor of Politics (1969)  
 A.B., Davidson College; M.A., Ph.D., Duke University

George L. Fouke, Assistant Professor of Politics (1969)  
 B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., Uni-  
 versity of Colorado

F. Whitney Jones, Assistant Professor of English (1971)  
 B.A., Hamilton College; Ph.D., University of North Carolina at Chapel  
 Hill

Judith M. Knight, Assistant Professor of Chemistry (1976) B.S., Muskin-  
 gum College; M.S., Wayne State University; Ph.D., University of  
 Wisconsin-Milwaukee

William James Loftus, Assistant Professor of French (1974)  
 B.A., University of Scranton; M.A., Ph.D., Pennsylvania State Univer-  
 sity

Luther Spencer Ludlow, Jr., Assistant Professor of Philosophy (1962)  
 B.A., Mercer University; M.Div., Union Theological Seminary in New  
 York; Duke University, 1960-62

Richard C. Prust, Assistant Professor of Philosophy (1967)  
 B.A., University of Wisconsin; B.D., Yale University; Ph.D., Duke Uni-  
 versity

- Lawrence E. Schulz, Assistant Professor of Politics (1971)  
B.A., University of Redlands; M.A., Ph.D., Claremont Graduate School and University Center
- Mark L. Smith, Assistant Professor of Art (1970)  
B.F.A., Miami University, Ohio; M.F.A., Bowling Green State University
- O. Eugene Smith, Assistant Professor of Education (1975)  
B.S., M.A., West Virginia University, Ph.D., University of Maryland
- James F. Stephens, Registrar and Assistant Professor of Chemistry (1969)  
B.S., West Virginia University; M.S., Marshall University; Ph.D., University of Tennessee
- Clarence E. Styron, Jr., Assistant Professor of Biology (1969)  
B.S., Davidson College; M.S., Ph.D., Emory University
- Robert M. Urie, Assistant Professor of Special Education (1961)  
B.A., Monmouth College; M. Div., Pittsburgh Theological Seminary; M.S., Ph.D., University of North Carolina at Chapel Hill
- Thomas M. Whiteley, Assistant Professor of Physical Education and Head Basketball Coach (1971)  
B.A., Guilford College; M.Ed., East Carolina University; Ed.D., University of North Carolina at Greensboro
- Jo Ann Williams, Assistant Professor of Physical Education (1966)  
B.A., High Point College; M.Ed., University of North Carolina at Chapel Hill

## INSTRUCTORS

- M. Dean Betts, Instructor in Physical Education for the Handicapped, (1975) B.S., East Carolina University; M.A. Ed., East Carolina University.
- Femia Dianne Braak, Instructor in Music (1976) Part-time B.S., University of North Carolina at Wilmington; M.M., East Carolina University
- Rooney L. Coffman, Instructor in Science Laboratories and Director of Logistics (1968)  
B.A., St. Andrews Presbyterian College
- David McNair, Instructor in Sociology and Associate Dean of Students (1968)  
B.S., Fayetteville State University; M.A., Teachers College, Columbia
- Garrett E. Paul, Instructor in Religion (1976) A.B., Wabash College; A.M., University of Chicago
- Robert C. Tauber, Instructor in Art (1974)  
B.F.A., Denison University; M.F.A., Ohio University

# Honors

## **St. Andrews Distinguished Scholars for 1976-77**

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Miss Vivian I. Bikulege, Bethel Park, Pennsylvania  
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Mr. Richard A. Scott, St. Petersburg, Florida

**SOPHOMORE HONORS, SOPHOMORE SCHOLARS** — Each spring the College awards Sophomores Honors to students who have earned an average of 3.0 or better through the winter term of their sophomore year. From this group the College selects those with highest academic records as Sophomore Scholars, a distinction that also carries a \$500 scholarship award.

## **Sophomore Scholars for 1975-76:**

Yana S. Banks, Reidsville, North Carolina  
Marie L. Buffaloe, Garner, North Carolina  
Margaret L. Clark, Johnston, South Carolina  
Mynell J. Clarke II, Southern Pines, North Carolina  
Rebecca L. Copeland, Raleigh, North Carolina  
Laurel A. Hall, Ellenboro, North Carolina  
William A. Jacobs, Titusville, Florida  
Susan S. Marshall  
Rose M. Martin, N. Miami Beach, Florida  
M. Kathryn McChesney, Wilmington, North Carolina

Jackson H. Morton  
 Frances E. Newbold, Lynchburg, Virginia  
 Grace E. Noblitt, College Park, Georgia  
 Danny W. Norris, Dunn, North Carolina  
 Dennis O'Toole, Winston-Salem, North Carolina  
 Larry E. Peterson, Sumter, South Carolina  
 Randall K. Sheets, N. Wilkesboro, North Carolina  
 Cyril O. Spann, Jr., Columbia, South Carolina  
 James E. Stanton, Gibson, North Carolina  
 Lindsay T. Thompson, Shelby, North Carolina  
 Richard E. Whitley, Jr., Lake Waccamaw, North Carolina

**ST. ANDREWS HONOR SOCIETY** — Honor Society membership is awarded to junior and senior students who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events, and members who are juniors serve as marshals at Commencement.

### **Honor Society Members for 1976**

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Paul Baldasare, Jr.	Jessie G. Kennedy	Barbara A. Parker
Charles R. Ballance	Shoon Ledyard	J. Hunter Patterson
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Beverly D. Beck	Kathryn C. Mangum	Elizabeth C. Rambo
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Barry K. Gribble	Loretta M. Newton	Nancy C. Wall
Terry Hagan	Henry D. Niblock	William V. Wilmot III
Karen E. Hardison		

**HONOR GRADUATES** — At Commencement St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To those with an average of 3.50 or better, degrees are awarded with honors. To those with an average of 3.75 or better, degrees are awarded with high honors. Transfer students will be evaluated for honors on an individual basis by the Faculty.

### **High Honors of the Class of 1976**

Marguerite DeWitt, Blowing Rock, North Carolina  
 Joan Beth Lyon, Mooresville, North Carolina  
 William V. Wilmot III, Seneca, South Carolina

### **Honors**

Eleanor Anne Acker, Raleigh, North Carolina  
 Barry Keith Gribble, Tucker, Georgia  
 Shoon Ledyard, Columbia, South Carolina  
 Alice Victoria Nichols, Rockingham, North Carolina  
 Barbara Ann Parker, Atlanta, Georgia  
 Harold Lee Robinson IV, Fairborn, Ohio





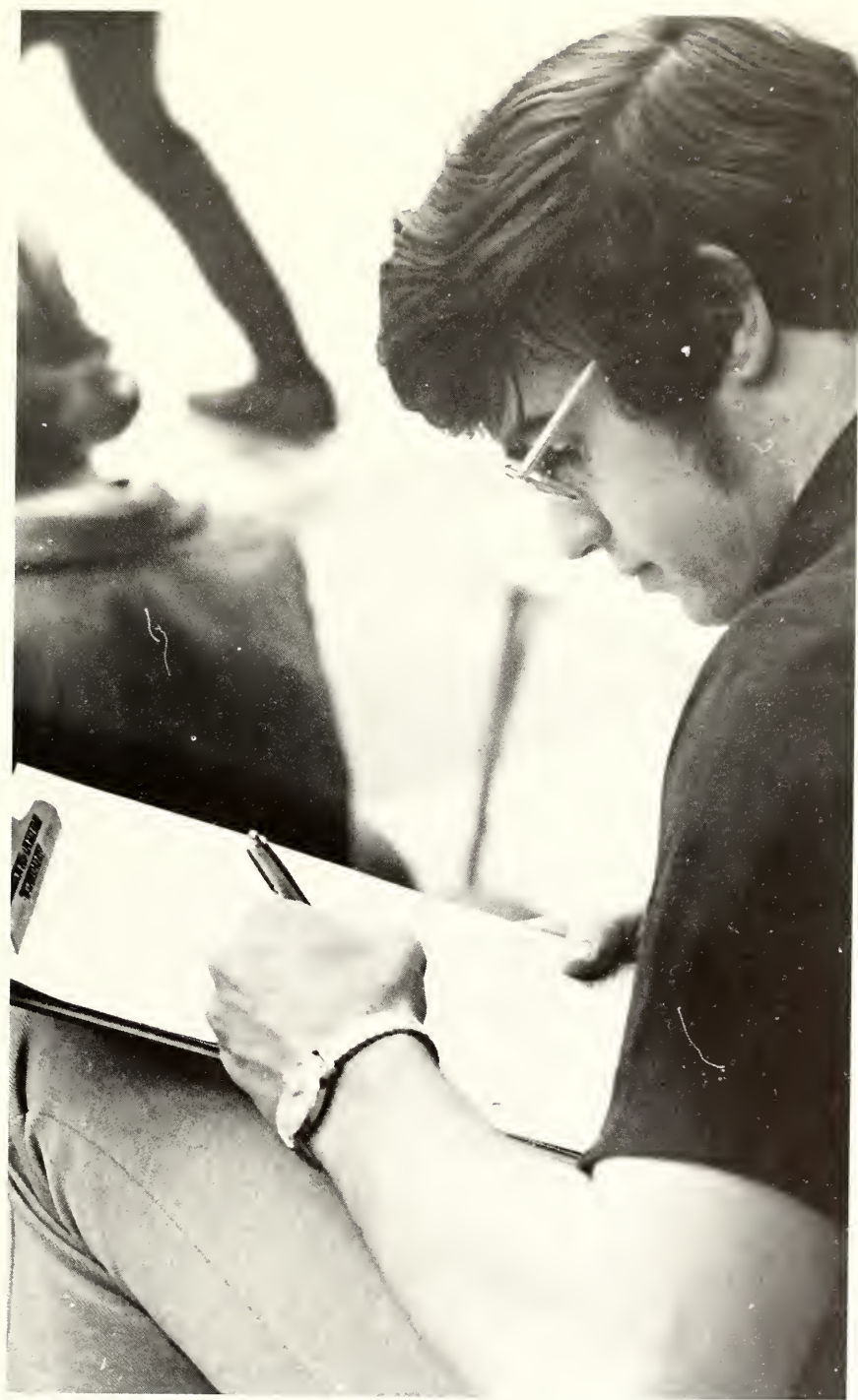


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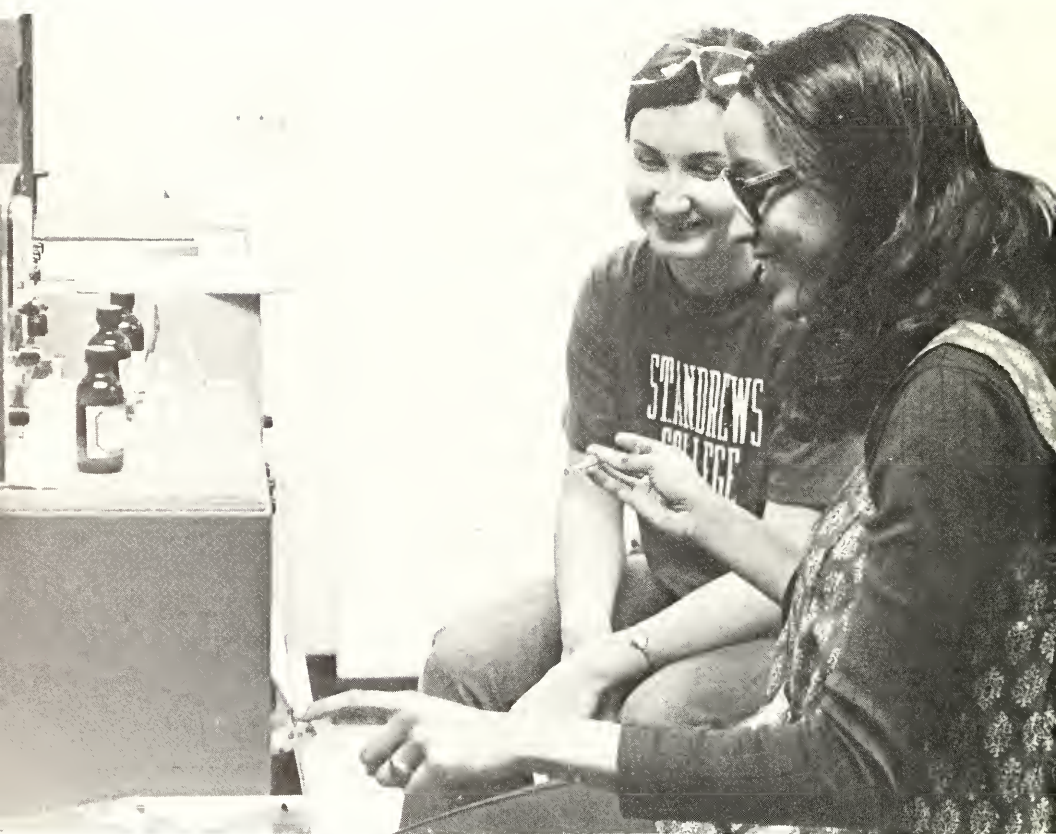












### **Special Note**

*The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed material are subject to change and may not be regarded as legally binding obligations.*

COMMUNITY —  
dove descends  
divine grace, human  
community.



QUEST —  
In labyrinth, truth  
sought in paths  
unknown,  
liberation,



— HARVEST  
spores scattered,  
freshened in earth,  
take root,  
growth,



— HERITAGE  
touched by the dove  
led through the labyrinth,  
nourished in growth,  
wholeness.



ST. ANDREWS COLLEGE EMBLEMS